

HREiR Action plan template (2021-2023)



Details		The institutional audience* for this action plan includes (complete or delete, as appropriate):		
Institution name:	LSHTM	Audience	#	Comments
Cohort number:	18	Research staff	550	
Date of submission:	24-Oct-19	Postgraduate researchers	534	
		Research and teaching staff	587	
		Teaching-only staff	29	
		Clinicians	111	

Column1	Obligation2	Action	Success Measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/result
	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result
Environment and Culture							
Institutions must:							
ECI1	Ensure that all relevant staff are aware of the Concordat	5.6. Increase awareness of UK initiatives relevant to research staff, through TED and SRO newsletters, Research Staff Forum, Heads of Department, induction and intranet. Increase awareness of the Concordat to support the career development of researchers.	Initiatives promoted on the intranet, in TED/SRO e-bulletins and to the Research Staff Forum and at Induction days. Awareness of initiatives and of the Concordat increased by 20% at the CEDARS 2021.	October 2021	TED/SRO	Awareness of concordat is quite low with 90% and 78% of respondents from CROS 2019 indicating they had never heard of the Concordat to Support the Career Development of Researchers and the Concordat to Support Research Integrity respectively.	
ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	2.5. Review of equal pay matters. Revise the School's equal pay policy to ensure it reflects current legislation and best practice. Undertake an investigation on whether a formal School-wide Equal Pay audit is required.	Policy reviewed and updated. Information available on LSHTM's website. Investigation completed. Audit on Equal Pay undertaken if required.	October 2021	HR Director	A review of Equal pay matters is scheduled for September 2021.	Complete. The EDI team has been re-established with a new EDI strategy developed. CMG and EDI team work closely on initiatives to enable crosstalk.
		6.1.a. Liaise with Athena SWAN Working Group to report work to CMG and Research Staff Forum. CMG to work with the EDI team to ensure crosstalk of initiatives and delivery of actions.	Awards held by the school maintained. Work aligned with the Concordat.	February 2022	Athena SWAN Working Group and CMG	There is now a School-level Athena SWAN working group of which there is membership overlap with the CMG to ensure updates and progress are reported.	
		6.1.b. Re-establish the EDI team within the School to deliver the School's EDI strategy.	EDI manager recruited and team strengthened. Updated EDI strategy completed, based on feedback from surveys.	December 2020	Deputy Director & Provost and Secretary & Registrar	The LSHTM EDI strategy and action plan has now been drafted and consulted on across the School. It is due to go to Council for sign off end of March 2021. The CMG will work closely with the EDI team to ensure crosstalk and synergy.	
		6.1.d. Decision made on signing up to the Race Equality Charter and apply for the Race Equality Charter Bronze Award. Establish an institutional Race Equality steering group for developing and implementing a whole-school approach to tackling racial inequalities and driving institutional change / anti-racism (including oversight of REC and external review)	Decision made. If applicable, the School to join the Race Equality Charter and prepare a submission for the Race Equality Charter Bronze Award.	September 2022	EDI team	LSHTM signed up to the Race Equality Charter and the work will be done over the next two years. A new Race Equality Advisor has been recruited and is due to start in May 2021.	

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ECI3	Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues	<p>6.1.c. Set up Wellbeing group looking at overarching wellbeing of staff and students. Identify issues and needs using surveys. Update wellbeing initiatives.</p> <p>ECI3.1. Introduce online tool to report issues of bullying and harassment, including anonymous reporting alongside communication and provision of support via the anti-bullying and harassment advisor network. Trend analysis and reporting.</p> <p>ECI3.2. Establish an agreed framework for allocating workload in a fair and consistent way and ensure EDI work is embedded within this. Review workloads and long hours culture to ensure these do not negatively impact on staff health and wellbeing.</p> <p>ECI3.3. Develop LSHTM core 'Values' that articulate the expected values and behaviours which create a positive working environment.</p>	<p>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.</p> <p>Increase use and awareness of report and support tool. Increase by 20% to the question: "Have you reported being currently harassed or bullied at work? (as % of people who are currently being harassed and bullied at work)" from 38% in 2019.</p> <p>Framework developed. Increase by 10% in the question "I do not find my current workload too much and I am not struggling to cope" at the staff survey 2023.</p> <p>Values consultation undertaken at the School to decide values that demonstrate LSHTM culture and guide behaviour. Values decided and communicated School-wide</p>	<p>November 2021</p> <p>November 2022</p> <p>November 2023</p> <p>September 2021</p>	<p>Health & Safety/Chair of wellbeing group</p> <p>EDI team</p> <p>Athena SWAN chair & Head of EDI</p> <p>Senior Leadership Team</p>	<p>The Wellbeing Task and Finish Group was created to address short term issues and a number of recommendations and measures are being introduced. The wellbeing group focuses on longer term issues.</p> <p>The report and support tool was launched in September 2020, this has been communicated across the School. A campaign is being developed and scheduled for September 2021.</p> <p>Work has been initiated via PMO to agree a model for teaching allocation and we will look to incorporate internal citizenship within this wider project.</p> <p>Pre-consultation phase completed. Consultation phase scheduled for Summer 2021</p>	
ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	<p>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.</p> <p>ECI4.1. Review and refresh current 'Leadership and Management Behaviour Framework' to ensure it is fit for purpose and relevant, and links to 'Values' (once finalised).</p> <p>ECI4.2. Increase staff and students' understanding of EDI, bullying, harassment (including racism and racial harassment), microaggressions including bystander interventions and how to respond, report and access support.</p>	<p>20% increase in completion rates (from 46% for week 1 and 20% for 6 months).</p> <p>Successful PDR outcome and academic promotion contingent on staff meeting expected professional standards and behaviours</p> <p>To achieve a 5% improvement in the percentage of staff who believe that the LSHTM is committed to Equality, Diversity and Inclusion by 2021 and 10% by 2023.</p>	<p>December 2021</p> <p>November 2023</p> <p>November 2023</p>	<p>TED</p> <p>Senior Leadership Team</p> <p>EDI team</p>	<p>Reminders were sent to all new starters and have included regular reminders in the TED e-bulletin. A new website and portal have been created. Refresher completions are 1471 staff members, difference of +414 since the report in May 2019. Between Sep 2019 - May 2020 there have been 236 new starters: 54% have completed week one activities, 19% have completed six month activities. Between June 2020 – September 2020 there have been 75 new starters: 57% have completed week one activities, 19% have completed six-month activities.</p> <p>A development plan is being devised by EDI and TED on B&H, microaggressions and bystander interventions (alongside the above mentioned campaign). FMGs and MB have already completed this workshop - externally facilitated. We aim to increase internal resource and capacity to deliver and facilitate workshops in the longer term. Training for FMGs has been introduced and will be rolled out school-wide by end of this academic year. Working towards a sustainable model and are also doing some train</p>	
ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	ECI5.1. Responsibilities around research integrity to form part of academic expectations available to all staff.	Awareness measured through CEDARS. Response rate to indicate that 80% respondents aware of standards related to research integrity.	September 2023	RGIO	Ongoing	

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ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices	<p>3.1.a. Ensure responses and recommendations from CEDARS are reported and feed into this action plan.</p> <p>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.</p> <p>7.5.b. Continued monitoring of research staff through: PRES, CEDARS, Staff survey, Research Staff Forum, and ECR network.</p> <p>ECI6.1. Research Culture working group created to identify gaps and determine actions related to the culture at LSHTM.</p>	<p>Outcomes and recommendations reported to SLT and to Research Staff Forum. Summaries available on intranet.</p> <p>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.</p> <p>Feedback and issues monitored to impact on the action plan.</p> <p>Gaps identified to feed into HR Excellence in Research Award and other initiatives' action plans to improve LSHTM culture and practices and reported to SLT and the People committee.</p>	<p>November 2021</p> <p>November 2021</p> <p>November 2021</p> <p>November 2021</p>	<p>TED/SRO</p> <p>TED/SRO/HR</p> <p>CMG</p> <p>CMG</p>	<p>Registered interest in running CEDARS to Vitae. Scheduled to run in Spring.</p> <p>CMG meets every three months to provide updates to the action plan. Report submitted to People Committee in October 2020</p> <p>Ongoing</p> <p>Meetings and discussion groups were held on various topics which informed actions needed. Research culture survey and culture cafes planned for 2021.</p>	
Managers of researchers must:							
ECM1	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work	<p><i>No further actions identified</i></p> <p><i>See ECI4 actions - 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.</i></p>					
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	ECM2.1. Full online version of the Ethics and Good Research Practice courses to be developed and advertised to all staff.	Training to be part of mandatory training and available to all.	November 2023	RGIO	<p>Online ethics course available and is now listed as mandatory training for all staff and RD students.</p> <p>Online Good Research Practice course is under construction.</p>	
ECM3	Promote a healthy working environment that supports researchers' wellbeing and mental health, including reporting and addressing incidents of discrimination, bullying and harassment, and poor research integrity	6.9. Establish training needs. Increase staff and students' understanding of EDI, bullying, harassment (including racism and racial harassment), microaggressions including bystander interventions and how to respond, report and access support. Including training for anti-bullying and harassment advisor network.	<p>Training needs evaluated.</p> <p>New trainings established and run.</p> <p>Feedback obtained from participants and attendance rates monitored. Aim for 70% of managers to have received training by December 2022</p>	December 2022	TED/EDI team	<p>Bullying and Harassment advisors trained and added to intranet. Policy being revised and updated. Final revised policy due to be signed off April 2021 approx. Management Board and each Faculty Management Group have participated in a micro-aggressions and bystander interventions workshop. TED and EDI are developing a development plan for wider role out. This will align to the revised policy and communications campaign (mentioned above).</p>	
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	ECM4.1. Flexible Working Policy to be reviewed by HR and Trade Unions. Develop a more inclusive flexible working environment for all (PS and academic) staff through review and implementation of the flexible working policy including line management training and networks for parents and carers.	Policy successfully updated and promoted to staff. Awareness of flexible working measured through staff survey and Research Staff Forum. 10% increase in the response to "The School provides good support to help me balance my work and personal commitments" (2019 = 65%) by 2023.	June 2022	COO and Director of HR	<p>Revised Flexible Working Policy and Procedures launched in November 2020 following JNCC approval in October 2020. Working from home surveys will feed into the separate work related to 'new ways of working' when staff are allowed to return to the London buildings.</p>	
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	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.	<p>The Forum with members from each faculty including: RD students, Research Assistants, Research Fellows, Assistant Professors, Associate Professors and Professors established.</p> <p>Group will enable communication with research staff to inform career development and support required.</p> <p>Meetings to be held quarterly. The forum feedback discussions to the CMG for action.</p>	February 2021	HR/TED/SRO	<p>Group created with a sub-group focussing on research culture at the School. Introductory meeting held on 16 July 2020 and first official meeting occurred in September 2020. Discussion groups were held in October/November on various themes. Latest meeting held in February 2021.</p>	
Researchers must:							

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ECR1	Actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students	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.	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.	February 2021	TED/SRO	Network was created with a mailing list and dedicated intranet site. ECR newsletter is sent once a term. A wellbeing update and resource was created and circulated to the ECR network. Lockdown has meant that we haven't been able to organise events as planned. Meet and greet sessions have not been well attended. Career corner sessions have been planned and further networking events will be organised in 2021. Yammer was used to create an area for members to chat in a safe space.	
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	ECR2.1. Develop the role of research integrity champions within faculties and the Units to help to create awareness, influence researchers to have a positive buy-in to help with Good Research Practices.	Champions across the School trained and serve as points of contact for queries related to research integrity	November 2023	RGIO	Planned	
ECR3	Take positive action towards maintaining their wellbeing and mental health	ECR3.1. Attendance to wellbeing training and events to be monitored to ensure appropriate communication of available support.	70% of CEDARS respondents to state they take positive action to maintain wellbeing and mental health and that the institution actively promotes the importance of health and wellbeing amongst staff	November 2021	TED	Ongoing	
ECR4	Use available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct	ECR4.1. Monitor reports of complaints made to the Research Governance and Integrity Office and reviewed at the Research Governance Committee and use of report and support tool.	Measure through CEDARS response to: b) I am familiar with my institution's mechanisms to report incidents of misconduct c) I feel comfortable reporting any incidents of research misconduct Aim for 70% of respondents agreeing in 2021	November 2023	RGIO	Ongoing	
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	4.4. Review representation of staff and students at the School's Committees. Diversify decision making committees through on-going diversity review of membership and positive action measures	Review completed. Changes made to representation when applicable. Increased diversity of decision making committees. Monitor responses from CEDARS 2021 about opportunities to participate in decision making processes.	November 2022	Governance/EDI team	There is an action on this within the EDI action plan - to monitor membership and develop measures to address gaps where identified.	
		ECR5.1 Launch a call for research culture awards to fund 2 projects working to improve the research culture and integrity.	Projects looking to improve research culture funded at the School.	November 2023	SRO/RGIO	In preparation	
Employment							
Institutions must:							
E11	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	1.1.a. Review the School's Recruitment & Selection Policy and Procedure annually, ensuring it accurately reflects current legislation and best practice thinking. Review that all recruitment is done in accordance with the School's policies and procedures with a view of it being efficient and transparent.	Reviews completed. Updated policy and procedure is accessible by all staff and available on the external website.	November 2021	HR Operations	2019 and 2020 review completed. Expected changes scheduled for August 2021 (following immigration updates)	
		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	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.	November 2021	Deputy Director & Provost/HR Operations	All academic templates updated Feb 2020. Templates being reviewed by Deputy Director & Provost in 2021.	
		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.	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.	November 2021	HR Operations	The sentence "The London School of Hygiene & Tropical Medicine is committed to being an equal opportunities employer." has been added to vacancies. Will implement more specific wording following discussions between HR & EDI	
		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.	Paper produced and 100% of interview panel chairs to use before interviews.	September 2021	HR Operations	In use as of March 2021	

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EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	3.6.a. Review on-boarding information for new staff and using feedback from staff develop revised information resource. Carry out a review of the Induction Day programme, ensuring it includes relevant information for new staff. Promote induction to line managers. Revisit local induction for new staff - consider including meeting the Head of Department and more information about academic expectations and promotions criteria	Feedback from new starters on induction process. Resources updated as needed. Induction day reviewed. Monitor feedback of Induction from new starters. From feedback maintain 95% of respondents having found the day useful.	September 2021	TED	Since working remotely, virtual coffee mornings/afternoon tea sessions for new starters were run with 35 people attending total. A virtual induction was run in January. Next all staff Induction day to take place in April 2021, revisions are taking place after each event to increase participant satisfaction, less screentime, more focussed talks and structure. Virtual Coffee Mornings/Afternoon Tea still running.	
EI3	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances	1.4.b. Review promotion policy and procedures annually to ensure the School's framework is clear about promotion. Ensure that the criteria is clear and that all contributions are valued. Include good management practice, mentorship, research integrity and open science in promotion and evaluation criteria Review promotion processes against national standards to check for areas of improvement for equality of opportunity for all staff. Ensure CV review is appropriate across Faculties. Annual training and information session available prior to the promotion application round to clarify the process and to help individuals prepare applications. EI3.1. Ensure EDI considerations and expectations are embedded within development and implementation of within academic career progression (education and research) - including inclusive and anti-racist pedagogy	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. 5% increase in the question I feel the School's promotions process is fair in 2021, and 10% increase by 2023. Possible staff survey impact measures: "I 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" (2019 = 66%)	November 2021	HR	Promotions process for 2021 launched taking into account feedback from 2020 process from the 13 observers. Changes and information was publicised and made available on the intranet.	
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	EI4.1. Online Good Management Practice seminars developed and promoted. Heads of Department Programme training developed. Develop introduction to line management as mandatory part of induction and Essential Skills for Line Management as mandatory refresher every three years.	Measure through CEDARS response to: In which areas have you undertaken, or would you like to undertake, training and other continuing professional development.	June 2023	TED	Aiming for first GMP to be available in June. The School has also introduced a Line manager teams site - the aim to is to improve communication/networking and information.	
EI5	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation	<i>No further actions identified</i>					
EI6	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress	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.	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.	November 2021	HR Partners	Discussions about current practice in relation to the management of the expiry of FTCs with key stakeholders in progress. The FTC policy and procedures to be reviewed May/June 2021	
EI7	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making	<i>No further actions identified</i> <i>Researchers are represented at all levels on decision making committees and are given opportunities to feed into relevant organisational policy and decision making.</i>					
Managers of researchers must:							

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EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	<p>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.</p> <p>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. Monitor and review the Recruitment & Selection training available to ensure equitable access for all staff regardless of their location.</p>	<p>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.</p> <p>All staff have access to recruitment training. 100% of interview panel members to have received training. 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.</p>	<p>September 2022</p> <p>September 2022</p>	<p>HR Operations/TE D</p> <p>TED</p>	<p>Meetings with the School's project management office to look in to current and to be processes. Waiting to hear back on whether a new system will be tendered for or failing that, if existing systems can be reconfigured.</p> <p>Recruitment and Selection Skills training is now available as an online training session. This session remains as priority for those on recruitment panels and thereafter will be required to attend a every 3 years as a refresher.</p>	
EM2	Familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding	1.3.b. Develop and launch virtual screen-cast on Managing FTCs, as part of the School's Good Management Practice guides for managers. Obtain feedback, adapt training as required and monitor engagement of the training by staff.	Training developed on Moodle and promoted to line managers. Completion rates monitored (aim for 50% completion rate by line managers by Spring 2021 and 60% by Spring 2022)	March 2022	TED	This will be delivered within the 20-21 academic year. TED will be working with the HR business partners on delivering webinars around HR policy updates.	
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	EM3.1. Develop and use positive action within academic career development support to close pipeline gaps, including use of CV review process and follow up support	Improved and more equitable academic career development. ADD DATA	September 2023	TED/EDI	Detailed promotions data analysis has been completed. We will be supporting Faculty EDI committees in developing positive actions. CV review data is also being reviewed in terms of consistent uptake and impact.	
EM4	Actively engage in regular constructive performance management with their researchers	EM4.1. Review PDR training and guidance to ensure it is focused on positive performance management.	Implemented for 2021 and reviewed in evaluation and through staff feedback.	December 2021	TED	Ongoing	
EM5	Engage with opportunities to contribute to relevant policy development within their institution	<i>No further actions identified</i>					
Researchers must:							
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	<i>No further actions identified</i>					
ER2	Understand their reporting obligations and responsibilities	<i>No further actions identified</i>					
ER3	Positively engage with performance management discussions and reviews with their managers	<i>No further actions identified</i>					
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	ER4.1 Empower staff / student networks to provide a safe space to discuss issues and input into LSHTM policies and processes as relevant including development of guidance	Increase by 10% in 2023 response to "I feel there are adequate opportunities to raise points of concern" (2019 = 58%)	December 2021	Deputy Director & Provost/EDI team	SLT have approved network guidance which is now available together with confirming a budget for networks. Further work require to consolidate and support networks on an ongoing basis and to consider potential role for SLT champions (as requested by networks).	
Professional and Career Development							
Institutions must:							

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PCDI1	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors	<p>5.5. Develop a policy for and implement giving staff protected time to go on training and monitor uptake. Campaign to launch and promote the use of CPD template along with it.</p> <p>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.</p> <p>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.</p> <p>3.3.a. Undertake a full scale review of the DTSP in consultation with Research Degree students, ensuring provision meets their skills development needs.</p>	<p>10 days protected time guaranteed for staff at the School to go to training and development activities. Monitored through CEDARS and staff survey.</p> <p>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.</p> <p>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.</p> <p>Launch of the revised programme in 2020-21 academic year. Feedback obtained from students. Good satisfaction rates maintained (80%).</p>	<p>November 2021</p> <p>March 2022</p> <p>Sept 2021</p> <p>Sept 2021</p>	<p>Research Staff Forum, Deputy Director & Provost</p> <p>TED</p> <p>TED</p> <p>Doctoral College/TED</p>	<p>SLT approved - in process of setting up CPD template to then launch and advertise</p> <p>Delayed due to the pandemic, but scheduled for the 2020/21 academic year.</p> <p>Ongoing and moved forward significantly since working remotely. All training now delivered online, and the offering with WATCH&GO has been increased. LinkedIn Learning is also available as an on demand platform. A new TED homepage has been developed.</p> <p>A DTSP committee meets 2 times a year and actions feed into the TSP. There is a programme committee which includes student reps. DTSP moodle site which contains all session resources, and the eLearning packages around E&D, Bias and GDPR. New sessions around Media training and writing workshops will be introduced this academic year as recommendations from the group. The DTSP will also be included in mapping courses to the RDF.</p>	
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	PCDI2.1. Provide guidance on developing a Personal Development Plan for managers and researchers. Guidance to also be available in PDR guidance and to form part of PDR discussions.	Guidance developed and advertised to all staff.	December 2021	TED	Ongoing	
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	<p>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.</p> <p>3.4.a. Review careers support and advice service available to researchers.</p>	<p>Success rates for fellowship applications are usually around 10%. Fellowship and personal award applications supported by the SRO have a goal success rate set at 30%. This will be monitored yearly.</p> <p>At least 100 researchers engaged per year.</p> <p>Review completed, if required, expand and promote careers services available for researchers.</p>	<p>September 2021</p> <p>March 2021</p>	<p>SRO</p> <p>TED/SRO</p>	<p>In 2019, the SRO had 284 meetings with 241 academics (91 EPH, 61 ITD, 64 PHP, 6 MRC units, 19 external). Preliminary data indicate a 31% success rate for fellowships supported by the SRO.</p> <p>Career corner sessions established. Deliver virtual, academic career development webinars. There is also a careers advice and guidance section under the 'Researcher Development' section of the TED programme</p>	
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	<i>No further actions identified</i>					
PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this	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.	Careers event to have been run twice successfully, in 2021 and 2023. Monitor attendance with at least 40 researchers present per event.	November 2023	TED/SRO	The event is part of the TED programme planning document. 2021 event scheduled for 24 February with 5 speakers from a range of sectors joining as panellists. 77 attendees logged onto the session. Recording available on the intranet.	
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	<i>No further actions identified</i>					
Managers of researchers must:							

HREiR Action plan template (2021-2023)



PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	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.	Using MyView PDR completion rates, increase to 80% by 2021. Maintained staff survey responses for PDR completion at over 80%.	November 2021	HR Partners	HR liaise with managers that have not completed a PDR but responsibility is on manager to complete. PDR completion rate for 2020: 81.8%	
		PCDM1.1. CPD discussions to take part of the PDR process and made clearer to emphasise the importance and expectations around career development.	Use of the CPD template and discussions to happen at PDRs. Measure through response in CEDARS to: Your manager encourages you to engage in personal and career development activities? and Your manager encourages you to consider a wide range of future career options within and beyond academia? Obtain baseline in 2021 and aim for 20% increase in 2023	September 2023	HR partners/TED	Pending development of CPD template	
PCDM2	Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments	3.4.b. Develop placement opportunities for staff and Research Degree students across sectors outside academia. Placement opportunities offered to staff when available. Monitor placement and number of staff engaging with the scheme.	Aim for 2 placements in 2021 and build to 5 in 2022. Feedback on scheme obtained from staff.	May 2021	TED/SRO	On hold due to pandemic.	
		3.4.c. Lancet arrangement continued and maintained.	15-20 students per term are sent to Lancet and this is to be maintained and monitored in the future. Feedback collated from students.	November 2022	SRO	On hold due to pandemic	
		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.	Increase number of mentors by 25%. Time to match mentor to mentee reduced to 3 weeks. Scheme revised.	March 2023	TED	April 2020 - 27 applications received from mentees. Matched 17 of these. 33 new mentors	
PCDM3	Allocate a minimum of 10 days pro rata, per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development	<i>No further actions identified</i>					
PCDM4	Identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours	<i>No further actions identified</i>					
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	6.1.e. Support staff attendance to Diversifying Leadership, Aurora and Future Female Leaders programmes.	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	February 2021	TED/SRO	4 places have been assigned to Diversifying leadership starting in January 2021.	
		PCDM5.1. Develop further training for research leaders and Heads of Departments	Training needs evaluated and developed. Monitor attendance and feedback - aim for 60% of staff attending training by 2023.	September 2023	TED		
Researchers must:							
PCDR1	Take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year	<i>No further actions identified</i>					
PCDR2	Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments	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.	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.	November 2020	SRO	Sharepoint site with information has been created. Newsletters circulated every 3 months	

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PCDR3	Maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications	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.	Feedback obtained from 15 ECRs. RDF planner promoted on the intranet and used by staff at the School.	August 2022	TED/SRO	Trial undertaken, following which the respondents indicated they did not recommend the School pursuing the Vitae RDF planner. Mapping the training available to the RDF which can then be used in the CPD template for staff to decide which areas to develop.	
PCDR4	Positively engage in career development reviews with their managers	<i>No further actions identified</i>					
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	<i>No further actions identified</i>					
PCDR6	Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation	5.2.a. Increase the number of researchers engaged in knowledge exchange and innovation activities. Further training to be developed from translational and knowledge exchange partnerships.	Increase the number of researchers engaged in knowledge exchange and innovation to 100 per year by 2021.	November 2021	SRO	2019: Number of researchers engaged in knowledge exchange and innovation training (23) and attendance at events (min 60).	

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