

HREiR Action plan Eight Year Review May 2022 - May 2025



HR EXCELLENCE IN RESEARCH

Details	
Institution name:	St George's, University of London
Cohort number:	10
Date of submission:	07-Jul

The institutional audience* for this action plan includes (only include direct beneficiaries; complete or delete, as appropriate):

Audience (direct beneficiaries of the action plan)	Number of	Comments
Research staff	20	
Postgraduate researchers	53	
Research and teaching staff	71	
Teaching-only staff		Not included as do not work in research institutes
Technicians	19	Work in Research Operations department
Clinicians	84	
Professional support staff	58	Included if working in research institutes/research operations
Other (please provide numbers and details):		

Institutional context:

St George's, University of London, established in 1733, is distinctive as the UK's only independent medical and healthcare Higher Education Institution, employing approximately 750 staff, of whom around 40% are engaged within our research institutes or support research within our Research Operations group (eg technicians). St George's, University of London shares its main campus with St George's University Hospital NHS Foundation Trust, one of the UK's largest teaching hospitals. St George's, University of London has three research institutes: Infection and Immunity (I&I); Molecular and Clinical Sciences (MCS); and Population Health (PHRI); and one educational institute: the Institute of Medical and Biomedical Education (IMBE). As part of our Strategic Vision 2030 our research objectives are to: pursue a culture of research excellence based around collaboration, which reward innovation and promoted equal opportunities; increase our research volume and income by 50% (compared to 2022); provide an outstanding environment in which to undertake research with integrated research support services and specialist facilities; develop our knowledge exchange activities to ensure that our research and knowledge has the greatest possible impact.

St George's, University of London aims to provide our research staff at all stages of their careers with development opportunities, skills and knowledge to succeed in their professional roles; alongside career development, advice and guidance to encourage them to transition to future roles within St George's, University of London, to other HEIs or related employment. This includes close working with St George's University Hospital NHS Foundation Trust. When considering research staff as part of our action plan we include Research Assistants and Research Fellows who are usually, but not always, Post-docs, as well as academic staff (Lecturers, Senior Lecturers, Readers and Professors) and Research Technicians/Support Staff. For the purposes of this action plan, when referring to Early Career Researchers (ECRs) we are mainly considering Post-docs, Research Assistants/Fellows, with a particular emphasis on researchers on fixed-term contracts, as well as Lecturers in the early stages of their career. However, development opportunities are also provided to PHD students via the Common Postgraduate Framework and Graduate School Skills Programme, which include modules on research methods, statistics, data analysis (qualitative and quantitative), critical appraisal, research project planning and management, teacher training and careers support (eg "Navigating application processes within and beyond Academia"). PHD Students also have access to the University of London Careers Service.

Complete for submission							To be completed only when reporting on action plan		
Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (success measure)	Comments (optional)	Progress update	The actual impact of the action (reporting against the success measure)	Outcome (ongoing/carried forward/no further action)
Environment and Culture									
Awareness and engagement									
The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers.									
ECI1	Ensure all relevant staff are aware of the Concordat.	Improve researcher awareness of Concordat and Vitae resources, including PhD students. Discuss at team meetings/undertake annual workshops within Institutes to raise awareness of the Concordat, Vitae resources and the action plan, as well as the responsibilities for individuals contained within it. Include in induction, eg development programme for PhD students.	Yes	July 2023 July 2024 July 2025	Research Institute Directors	Improved staff awareness through feedback including staff surveys and the Post-doc survey. Increase CEDARS from 30% in 2021 to at least 50% aware of Concordat by 2023 and 70% by 2025. Add question to Post-doc survey around awareness of Concordat, aim to achieve 50% in 2023, 60% in 2024 and 70% by 2025. Evaluation of impact by Post-doc and fixed-term contract researchers will also be obtained through focus groups in 2023/24.			
ECI2	Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.	Renew Athena SWAN accreditation in 2023 and work towards Race Equality Charter. Undertake focus groups to consider research staff views on the progress of St George's race equality action plan.	Yes	Dec 2023 Dec 2024	Athena SWAN SAT, Dean for EDI, EDI Adviser	Successful renewal of Athena SWAN silver accreditation. Research staff engagement with race equality action plan through attendance at focus groups. Maintain positive response to staff survey question "I feel that St George's is committed to Diversity and Inclusion", which stood at 85% positive for researchers in 2021. Aim to maintain positive response in staff survey to be undertaken in 2022/23.	Previous action of "Ensuring equality and diversity is embedded into all policies and procedures" is now part of business as usual.		
ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and using the outcomes to improve institutional practices.	Annual report on Research Integrity, Annual equality, diversity and inclusion reports, eg Public Sector Equality Duty report. Focus groups for research staff with particular focus on career development. HREIRA committee will consult with Post-docs and FTC ECRs on developing researcher careers through a number of activities, including commitment to run the Post-doc survey annually (Post-doc reps on HREIRA to manage).	Yes	July 2023 July 2024 July 2025	Research Committee, Research Ethics and Integrity Officer, EDI Adviser	Annual report on Research Integrity and EDI published. Improved staff awareness through feedback including staff surveys. Increase CEDARS response for completed training on research integrity to 35% by 2023, 50% by 2025. Improved researcher awareness of career options inside and outside academia through feedback including focus groups and surveys. Increase participation in Post-doc survey from 23% in 2022, to 45% in 2023, 50% in 2024 and 55% in 2025. Post-doc HREiR reps to lead on the survey.			

HREiR Action plan Eight Year Review May 2022 - May 2025



HR EXCELLENCE IN RESEARCH

ECR1	Encourage researchers to actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students.	Encourage all research staff to engage with university initiatives, surveys, committees and working groups. Includes ensuring broad representation on committees and working groups. Broad engagement with Research Day (annually in December). Increase engagement with fixed-term contract researchers and expand the HREiR Committee, to be led by the Deputy Deputy Vice-Chancellor (Research and Enterprise). Recruit three new Post-doc representatives and additional Lecturer and Senior Lecturer representatives who successfully line-manage Post-docs. Run focus group with Post-docs/FTC researchers academic year 2023/2024 on career development needs and planning careers inside and outside academia feedback to support planning for researcher development in 2024/25.	No	March 2023 July 2023 July 2024 July 2025	Research Committee, Deputy Principal (Research & Enterprise), Research Institute Directors	Annual review of committee membership shows all groups represented - including PhDs, Post-docs, ECRs. Staff feedback and engagement with Research Day each year - monitor numbers attending aiming for at least 350 registered each year. Effective response rates for staff engagement activities, aiming for 47% or more participation rate in 2022/23 staff survey and 50% by 2024/25. Post-doc and other ECRs are represented on Research Committee (RC) and the HREiR Committee and invited to comment on St George's delivery of the Concordat. The Concordat forms part of RC's agenda every term. Invitation for ECR/postdoc observers to attend HREiR committee and to give feedback/offer ideas and via other feedback mechanisms – annual Post-doc survey and Post-doc focus groups (Spring 2024). Ensure Post-doc feedback supports HREiR action plan and annual review. Actions from focus groups to inform development planning and offer.			
Wellbeing and mental health									
The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working.									
ECI3	Promote good mental health and wellbeing through the effective management of workloads and people.	Development of workload management model.	Yes	July 2025	Research Committee, Deputy Principal (Research & Enterprise), Research Institute Directors, Dean for EDI	Introduction of workload management model by 2025. Maintain positive response to staff survey question "I am satisfied with the balance I can strike between my work and home life", which stood at 77% positive for researchers in 2021. Next staff survey to be undertaken in 2022/23. Aim for 80% or more positive response by 2025.			
ECI4	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.	More effective monitoring of completion of mandatory EDI training for researchers. Implementation of additional EDI training when a need is identified. To include training in allyship and trans awareness. Engaging more of our research line managers to sign up for Mental Health First Aid (MHFA) England awareness courses annually.	Yes	July 2023 July 2024 July 2025	L&OD Manager, EDI Adviser, Dean for EDI	Mandatory training completion above 60% by December 2023 and above 75% by 2025. Staff feedback on EDI training, eg through evaluation forms. Additional 10 researcher line managers completed MHFA England course across 2024 and 2025.	St George's offers 25 places on MHFA England mental health first aid awareness course each year.		
ECM3	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.	See action ECI3 and EC14	See action ECI3 and EC14.	See action ECI3 and EC14.	See action ECI3 and EC14.	See action ECI3 and EC14.			
ECM4	Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers.	Ensure awareness of flexible working policies and outcome of Future Ways of Working Project post-pandemic (completed June 2022)	No	July 2023 July 2024 July 2025	Research Committee, Deputy Principal (Research & Enterprise), Research Institute Directors, Dean for EDI	Improve positive response to staff survey question "I am satisfied with the balance I can strike between my work and home life", which stood at 77% positive for researchers in 2021. Aim for 80% in 2023/24 and 85% by 2025.	The "Future Ways of Working Project" launched in summer 2021 to rethink our ways of working following the pandemic, while ensuring retaining our strong sense of community and meeting the core business needs of the university.		

HREiR Action plan Eight Year Review May 2022 - May 2025



HR EXCELLENCE IN RESEARCH

ECR3	Ensure researchers take positive action towards maintaining their wellbeing and mental health.	Encourage researchers and their line managers to use one to ones and the PDR process to discuss issues openly. Ongoing provision and communication of wellbeing support, eg counselling service, EAP and mental health first aiders,	No	July 2023 July 2024 July 2025	Research Institute Directors, L&OD Manager, Director of HR&OD	Increase positive response to staff survey question "My Personal Development Review (PDR) is a forum to recognise my potential and contribution" to over 50% in 2023 (from 41% positive for researchers in 2021). Next staff survey to be undertaken in 2022/23. Increased use of support mechanisms for wellbeing and mental health, eg EAP usage increased from 4% usage as at end May 2022 to 5% by July 2024.			
Bullying and harassment									
The aims of these obligations are to eliminate bullying and harassment in the research system, tackled through progressive policies and secure mechanisms to address incidents.									
ECI3	Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.	Increase awareness of relevant policies, procedures and reporting mechanisms amongst research staff. This is part of St George's work on research culture and Post-docs have been key members of the Athena SWAN Self Assessment Team (SAT) and Race Equality Action & Engagement Group (REAEG) in helping to refine EDI training provisions.	No	Dec 2023 Dec 2024	Director of HR&OD, HR Business Partners, Research Institute Directors	Staff feedback, including via staff networks and "sounding boards". Numbers of reported cases monitored by HR greater than 0. Monitor data collected in the "SGUL PhD student survey on discrimination, harassment & bullying survey" which is run annually aiming for improvements each year. Actions to be developed if this is not the case.	A number of individuals have been trained as "sounding boards", including the Chairs of St George's staff networks. These individuals listen to the employee and understand their experience and their concerns/complaints. They can discuss how an incident would be defined and therefore dealt with under existing policies and definitions. They can also talk through the reporting process with the employee, and what outcome they might expect, helping them to decide whether they wish to report a grievance or not.		
ECM3	Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment.	See action ECI3.	See action ECI3.	See action ECI3.	See action ECI3.	See action ECI3.	See action ECI3.		
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to discrimination, harassment and bullying.	See action ECI3.	See action ECI3.	See action ECI3.	See action ECI3.	See action ECI3.	See action ECI3.		
Equality, diversity and inclusion									
The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and adopt practices enhancing equality, diversity and inclusion.									
ECI4 / ECM1	Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	More effective monitoring of completion of mandatory EDI training for researchers. Implementation of additional EDI training when a need is identified. To include training in allyship and trans awareness.	Yes	July 2023 July 2024 July 2025	L&OD Manager, EDI Adviser, Dean for EDI	Mandatory training completion above 60% by December 2023 and above 75% by 2025. Staff feedback on EDI training, eg through evaluation forms.			
ECR2	Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.	More effective monitoring of completion of mandatory EDI training. Implementation of additional EDI training when a need is identified. To include training in allyship and trans awareness. Engagement with Post-docs, who are members of Athena SWAN SAT and REAEG, will be key in further development in this area. Annual report on Research Integrity. Annual equality, diversity and inclusion reports, eg Public Sector Equality Duty report.	Yes	July 2023 July 2025	L&OD Manager, EDI Adviser, Dean for EDI, Research Committee, Research Ethics and Integrity Officer	Mandatory training completion above 60% by December 2023 and above 75% by 2025. Staff feedback on EDI training, eg through evaluation forms. Annual report on Research Integrity and EDI published. Improved staff awareness through feedback including staff surveys. Increase CEDARS response for completed training on research integrity from 38% in 2021 to at least 40% by 2023 and 50% by 2025. Introduce informal EDI sessions to provide updates and opportunities for general queries.			
Research Integrity									
The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and maintain high standards of research integrity, and are able to report infringements or misconduct.									
ECI5 / ECM2	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.	Increased awareness of Research Integrity Code of Practice and Research Ethics.	Yes	July 2023 July 2024 July 2025	Research Committee, Research Ethics and Integrity Officer	Improved staff awareness through feedback including staff surveys. Increase CEDARS response for completed training on research integrity from 38% in 2021 to at least 40% by 2023 and 50% by 2025.			
ECM3	Ensure managers report and address incidents of poor research integrity.	See action ECI5/ECM2.	See action ECI5/ECM2.	See action ECI5/ECM2.	See action ECI5/ECM2.	See action ECI5/ECM2.	See action ECI5/ECM2.		

HREiR Action plan Eight Year Review May 2022 - May 2025



HR EXCELLENCE IN RESEARCH

ECR2	Ensure researchers act in accordance with employer and funder policies related to research integrity.	See action ECR2.	See action ECR2.	See action ECR2.	See action ECR2.	See action ECR2.			
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.	See action EC15/ECM2.	See action EC15/ECM2.	See action EC15/ECM2.	See action EC15/ECM2.	See action EC15/ECM2.			
Policy development									
The aims of these obligations are to encourage all researchers to actively contribute to the development of policies driving positive change at their institution.									
E17	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making.	See action ECR1.	See action ECR1.	See action ECR1.	See action ECR1.	See action ECR1.			
ECM5	Encourage managers to engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	See action ECR1.	See action ECR1.	See action ECR1.	See action ECR1.	See action ECR1.			
EM5	Engage with opportunities to contribute to relevant policy development within their institution.	See action ECR1.	See action ECR1.	See action ECR1.	See action ECR1.	See action ECR1.			
ECR5	Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	See action ECR1.	See action ECR1.	See action ECR1.	See action ECR1.	See action ECR1.			
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community.	See action ECR1.	See action ECR1.	See action ECR1.	See action ECR1.	See action ECR1.			
Employment									
Recruitment and induction									
The aims of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective inductions into the organisation.									
E11	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.	Encourage more recruitment panels for academic roles to include a Fair Recruitment Specialist by end 2023. Continue diversifying our postgraduate intake through ring-fenced PhD studentships for ethnic minority students (in partnership with LSHTM) and development of contextualised admission policy.	No	July 2023 July 2024 July 2025	Research Committee, Deputy Principal (Research & Enterprise), Research Institute Directors EDI, WP and PG Students Working Group	At least 40% of recruitment panels for academic posts are diverse by 2023, 50% by 2024 and 60% by 2025. Increase diversity of Research Assistants and Research Fellows to above 31% by 2025.	Fair Recruitment Specialists are staff from ethnic minority backgrounds who volunteer to sit on recruitment interview panels in order to address issues of underrepresentation in our recruitment activities.		
E12	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.	Ensure regular updates of the research "Arrival and Survival Guide".	No	July 2023 July 2024 July 2025	Director of Research Operations, Researcher Induction Task and Finish Group	Improved staff awareness through feedback including staff surveys. This includes increased CEDARS response for usefulness of induction at department level up from 64% in 2021 to at least 70% by 2024 and 75% by 2025.			
Recognition, reward and promotion									
The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression.									
E13	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances.	Use of PDR for career conversations. Ongoing encouragement of application for academic promotion. Annual monitoring of promotion round outcomes.	No	July 2023 July 2024 July 2025	Research Committee, Research Institute Directors, L&OD Manager	Improved staff awareness through feedback including staff surveys. Increase CEDARS response for equitable and merit based promotion up from 57/58% in 2021 to 60% by 2023 and 70% by 2025. Annual report of promotion outcomes shows proportionate spread by diversity characteristics.			
EM3	Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.	See action E13.	See action E13.	See action E13.	See action E13.	See action E13.	See action EC13.		
Responsibilities and reporting									
The aims of these obligations are to ensure that researchers and their managers understand and act on their obligations and responsibilities.									
EM2	Managers familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding.	See action EC15/ECM2.	See action EC15/ECM2.	See action EC15/ECM2.	See action EC15/ECM2.	See action EC15/ECM2.			

HREiR Action plan Eight Year Review May 2022 - May 2025



HR EXCELLENCE IN RESEARCH

ER1	Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.	See action EC15/ECM2.	See action EC15/ECM2.	See action EC15/ECM2.	See action EC15/ECM2.	See action EC15/ECM2.			
ER2	Researchers understand their reporting obligations and responsibilities.	See action EC13.	See action EC13.	See action EC13.	See action EC13.	See action EC13.			
People management									
The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews.									
E14	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.	Increase awareness and take up of career development offer amongst researchers. Increased uptake of leadership and management development courses and programmes internally and externally by those with line management responsibility. Increase awareness of the diverse career trajectories for non-clinical and clinical researchers. This is particularly pertinent to St George's composition of researchers, including Post-doc researchers who may focus on clinical administration and management.	No	July 2023 July 2025	Research Committee, Research Institute Directors, L&OD Manager	Improved staff awareness through feedback including staff surveys. Increase CEDARS response for completed training to at least 45% by 2023 and 50% by 2025 for managing others (up from 36% in 2021) and to 35% by 2023 and 45% by 2025 for project management (up from 30% in 2021). Development of bespoke management training as supported by Research England funding in 2023. Positive feedback from senior managers and increased participation from Post-docs and fixed-term contract staff.			
E15	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation.	Review leadership and management offer annually to ensure it is fit for purpose. Using feedback from CEDARS ensure training meets staffs needs and current best practice. Use PDR process and management 1:1s to support discussions around career development support, including for those returning from parental leave. Ensure Researchers going on parental leave are aware of the support offered to them.	No	Dec 2023 Dec 2024	Research Institute Directors, L&OD Manager, Director of HR&OD	Staff feedback, including bespoke feedback where required (eg focus groups and from parental leave returners). Increase positive response to staff survey question "My Personal Development Review (PDR) is a forum to recognise my potential and contribution" to over 50% in 2023 (from 41% positive for researchers in 2021). Next staff survey to be undertaken in 2022/23. Annual reporting of PDR completion target rate of at least 75%. Researcher feedback demonstrates that they feel supported on return from extended leave.			
EM1	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	See action E14.	See action E14.	See action E14.	See action E14.	See action E14.			
EM4	Managers actively engage in regular constructive performance management with their researchers.	See action E15.	See action E15.	See action E15.	See action E15.	See action E15.			
ER3	Researchers positively engage with performance management discussions and reviews with their managers.	See action E15.	See action E15.	See action E15.	See action E15.	See action E15.			
Job security									
The aim of this obligation is to improve the job security of researchers.									
E16	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress.	Ongoing automatic reminders sent to PIs to consider permanency or renewal when fixed-term contracts are due for renewal.	Yes	July 2023 July 2024 July 2025	Research Committee, Research Institute Directors, Joint Research and Enterprise Officer, EDI Adviser	Annual analysis of staff on fixed-term contracts demonstrates consistency across diverse groups, aim for 5% of less difference between men and women. Continued use of bridging funding to support researchers careers - to be monitored annually, with aim of reducing reliance on bridging funds where possible.			
Professional and Career Development									
Championing professional development									
The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.									

HREiR Action plan Eight Year Review May 2022 - May 2025



HR EXCELLENCE IN RESEARCH

PCDI1	<p>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>	<p>Use PDR process to discuss issues and career development with line manager.</p> <p>Institute training funds fully utilised. Support staff at different career points with coaching and mentoring e.g. PhD/Postdoc mentoring offer and engagement with Manager as Coach programme. Including career coaching module.</p> <p>Ensure researchers that may not regard themselves as Post-docs but fall within this remit, such as clinical trial managers and bioinformaticians, are involved with programmes for ECRs.</p> <p>Launch new staff training programme, to include current and additional training options, and sessions from St George's various grants, Library and Human Resources teams. New plans will be re-packaged as a focus on Research Culture, supported by specific funding and widely advertised.</p> <p>Targeted communications about internal and external development opportunities. These will be circulated by the Post-doc Forum and academic leads. Create webpage for ECRs outlining available training and development opportunities.</p> <p>All Post-docs to be offered mentoring on joining SGUL from 2023. Any Post-doc/FTC researcher can also ask for mentoring support.</p> <p>Increase number of Aurora Leadership Programme from Research Institutes from 2 in 2022 to 5 in 2023/24 through matched funding between Institutes and centrally.</p>	Yes	Dec 2023 Dec 2024 July 2025	Research Institute Directors, L&OD Manager, Director of HR&OD	<p>Increase positive response to staff survey question "My Personal Development Review (PDR) is a forum to recognise my potential and contribution" to over 50% in 2023 (from 41% positive for researchers in 2021). Next staff survey to be undertaken in 2022/23.</p> <p>PDR form enables researchers to enter how many days CPD they undertake - to reach 10 days on average by 2025.</p> <p>Institute Directors monitor training fund usage. Impact tracked through feedback and destination data.</p> <p>ECR webpage created.</p> <p>Feedback shows that 70% of those mentored would recommend this to others and 10% of ECRs have a mentor at any one time.</p> <p>5 Aurora Leadership Programme participants from Research Institutes.</p>				
PCDI6	<p>Monitor, and report on, the engagement of researchers and their managers with professional development activities.</p>	<p>Monitor progress of action plan.</p> <p>Annual monitoring of PDR completion rates.</p> <p>Produce an annual report for Research Committee, Executive Board and Council on HREIRA progress, including strategic objectives, measures of success, implementation plan and progress.</p>	Yes	July 2023 July 2024 July 2025	Research Committee, Director of HR&OD	<p>Increase positive response to staff survey question "My Personal Development Review (PDR) is a forum to recognise my potential and contribution" to over 50% in 2023 (from 41% positive for researchers in 2021). Next staff survey to be undertaken in 2022/23.</p> <p>Annual completion rate for PDRs at least 75%.</p> <p>Annual report produced.</p>				
PCDM3	<p>Managers allocate a minimum of 10 days pro rata per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development.</p>	<p>See action PCDI1.</p>	See action PCDI1.	See action PCDI1.	See action PCDI1.	See action PCDI1.				

HREiR Action plan Eight Year Review May 2022 - May 2025



HR EXCELLENCE IN RESEARCH

PCDR1	<p>Researchers take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year.</p>	<p>Following on from feedback from Post-docs, public engagement will feature more prominently in discussions around the 10-day CPD entitlement. Encourage Post-docs, likely in collaboration with academic leads, to consider events that can be supported by St George's Public Engagement Seed Funding.</p> <p>Researchers actively contribute to performance and development discussions in one to one meetings and career development conversations in their PDR.</p> <p>Improve Researcher awareness of what 10 days CPD might include (membership of committees, seminars, conferences, public engagement activities, networking etc). Create a spreadsheet template to assist researchers to monitor their CPD.</p>	No	July 2024 July 2025	Associate Dean for Public Engagement Public Engagement Advisory Group	<p>Increase positive feedback from Post-docs about public engagement activities; via bespoke Post-doc survey or focus groups. Further interests in this area will feed in to the Public Engagement Advisory Group.</p> <p>70% of ECRs agree that they have a career development plan (CEDARS 2023 and CEDARS 2025).</p> <p>The PDR question asking for number of days CPD shows more researchers recording 10 days, from approximately 30% in 2022 to 40% in 2023, 50% in 2024 and over 60% in 2025.</p>				
<p>Career development reviews</p>										
<p>The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.</p>										
PCD12	<p>Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.</p>	<p>Use one to ones, coaching and mentoring and PDR process to discuss issues and career development with line manager/mentors/coaches.</p> <p>Ongoing take up of PDR training for managers. Ongoing and expanding coaching and mentoring offer annually.</p> <p>Heads of Section (HOS) emphasise expectation to PIs that they support them to lead on career development reviews with their direct reports.</p>	Yes	Dec 2023 Dec 2024	Research Institute Directors, L&OD Manager, Director of HR&OD	<p>Increase positive response to staff survey question "My Personal Development Review (PDR) is a forum to recognise my potential and contribution" to over 50% in 2023 (from 41% positive for researchers in 2021). Next staff survey to be undertaken in 2022/23.</p> <p>CEDARS Survey - 90% of PIs agree that the University supports them in managing the PDR process effectively from 2023 onwards, up from 84% in 2022.</p> <p>Post-doc survey – Post-docs feel supported by manager with career development up from 75% in 2022, to 80% in 2023 and 85% in 2024.</p>				
PCD16	<p>Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.</p>	<p>See action PCD16.</p>	See action PCD16.	See action PCD16.	See action PCD16.	See action PCD16.				
PCDM1	<p>Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.</p>	<p>See action PCD12.</p>	See action PCD12.	See action PCD12.	See action PCD12.	See action PCD12.				
PCDR4	<p>Researchers positively engage in career development reviews with their managers.</p>	<p>See action PCD12.</p> <p>Ongoing take up of PDR training for reviewees.</p>	See action PCD12.	See action PCD12.	See action PCD12.	See action PCD12.				
<p>Career development support and planning</p>										
<p>The aims of these obligations are to promote researchers' career development planning through tailored support and gathering evidence of professional experience.</p>										
PCD13	<p>Ensure that researchers have access to professional advice on career management, across a breadth of careers.</p>	<p>Increase awareness and take up of career development offer amongst researchers, including opportunities outside academia.</p> <p>Ongoing development of mentoring and coaching schemes.</p> <p>Develop support package for research staff returning to work after extended leave, eg parental leave.</p> <p>Consider additional support package for external career consultations and advisory services.</p> <p>PhD/Post-doc mentoring scheme with Lecturers and Senior Lecturers. Provision of researcher one to one career coaching through the offer of the Chaperone service. Service also provides assistance with CV writing.</p>	Partially	Dec 2023 Dec 2024	Research Committee, Research Institute Directors, L&OD Manager	<p>Staff awareness through feedback including staff surveys. Maintain positive CEDARS response for support towards career aspirations at ~90% (90% in 2021).</p> <p>New focus group discussion for Post-docs and other fixed-term contract researchers about career options inside and outside of academia and the types of support they most value. Where appropriate, identify and commit to external advisory support for researchers.</p> <p>Feedback indicates researchers feel supported with mentoring and/or coaching as part of their development.</p> <p>Researcher feedback demonstrates that they feel supported on return from extended leave.</p> <p>Feedback shows that 70% of those mentored would recommend this to others and 10% of ECRs have a mentor at any one time.</p>	<p>Chaperone (https://chaperone.online/) is an online marketplace of personalised career development services for scientists. Their mission is to empower scientists, by connecting them with career consultants from multiple countries and professional areas.</p>			

HREiR Action plan Eight Year Review May 2022 - May 2025



HR EXCELLENCE IN RESEARCH

PCDR3	Researchers maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications.	Increase awareness and take up of career development offer amongst researchers, including courses and programmes that enable staff to develop transferable skills.	Yes	July 2023 July 2025	Research Committee, Research Institute Directors, L&OD Manager	Improved staff awareness through feedback including staff surveys. Increase CEDARS response for developing researchers from 55% in 2021 to 60% by 2023 and 70% or more by 2025. Increase CEDARS response on completed training for experience of other employment sectors from 4% in 2021 to at least 10% by 2023 and 25% or more by 2025. Improved feedback through bespoke Post-doc survey and Post-doc Forum representation at committees.			
Research identity and leadership									
The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities.									
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	Increase awareness and take up of career development offer amongst researchers. Increase uptake of leadership and management development courses for those starting their research management and leadership careers. Also see action EM1/E14.	Yes	July 2023 July 2025	Research Committee, Research Institute Directors, L&OD Manager	Improved staff awareness through feedback including staff surveys. Increase CEDARS response for developing researchers from 55% in 2021 to 70% or more by 2025. CEDARS feedback shows that by 2023 40%, and by 2025 50% of researchers have undertaken "managing others" training who want to (up from 36% in 2021). CEDARS 2023 shows 40% and CEDARS 2025 shows 45% of staff have undertaken Leadership training (up from 17% in 2021). More targeted communications to Post-docs and fixed-term contract researchers about development and engagement opportunities. See action EM1/E14.			
PCDM4	Managers identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours.	See action PCDI4.	See action PCDI4.	See action PCDI4.	See action PCDI4.	See action PCDI4.			
PCDM5	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	See action E14. Ongoing take up of PDR training, leadership and management development offer for managers/ leaders. Including EDI courses/programmes for managers, HR for managers and Manager as Coach programme.	See action E14.	See action E14.	See action E14.	See action E14.			
PCDR5	Researchers to seek out, and engage with, opportunities to develop their research identity and broader leadership skills	See action ECR1.	See action ECR1.	See action ECR1.	See action ECR1.	See action ECR1.			
Diverse careers									
The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research.									
PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this.	Increase awareness and take up of career development offer amongst researchers, including courses and programmes that enable staff to develop transferable skills. Develop industry links, including to develop researchers for careers outside higher education, if appropriate. Build networks and partnerships with local and London-wide employers. Capture data about where researchers are moving to on leaving. Further discussion about diverse career paths aims to break down barriers and stereotypes about certain job roles or professions, as aligned with St George's Athena SWAN action plan. Also see action PCDR3	Yes	Dec 2023 Dec 2024	Research Committee, Research Institute Directors, L&OD Manager	Positive feedback from PhD students and Postdocs about network opportunities by Dec 2023 and beyond. New focus group discussion for Post-doc and other fixed-term contract researchers about career options inside and outside of academia (see PCDI3). Improved feedback from Post-docs about support from their supervisors or senior academics, including via positive feedback around PDR discussions (see ECR3). See action PCDR3.			

HREiR Action plan Eight Year Review May 2022 - May 2025

PCDM2	Managers support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments.	See action PCDI3.	See action PCDI3.	See action PCDI3.	See action PCDI3.	See action PCDI3.			
PCDR2	Researchers explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments.	See action PCDI5.	See action PCDI5.	See action PCDI5.	See action PCDI5.	See action PCDI5.			
PCDR6	Researchers consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation.	See action ECR1.	See action ECR1.	See action ECR1.	See action ECR1.	See action ECR1.			

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

Further hyperlinks and supplementary information (more rows can be added)	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Abbreviations and glossary (more rows can be added)	
CEDARS	Culture, Employment & Development in Academic Research Survey
EDI	Equality, Diversity & Inclusion
HR&OD	Human Resources & Organisational Development
L&OD	Learning & Organisational Development
PDR	Personal Development Review
SAT	Self Assessment Team