



The Concordat to Support the Career Development of Researchers Four Year Review Action Plan May 2018 - May 2020

This action plan outlines the activities and actions that will support St George's, University London (SGUL) to be effective in supporting the development of our research staff and the implementation of the **UK Concordat to Support the Career Development of Researchers (2011)**. The action plan also supports the University's submission for the four-year review of the HR Excellence in Research Award to Vitae.

SGUL Strategic Plan 2017 – 2020

Our new Strategic Plan 2017-2022 includes a new eight point Research Strategy that emphasises Excellence and Impact and aims to develop our ECRs and other research staff, making the most of our research collaborations especially links with St George's University Hospital NHS Foundation Trust and to allow staff to reach their full potential. Our research objectives are to:

- Increase societal impact by improving diagnosis and treatment and preventing disease
- Respond to new and emerging healthcare challenges through targeted intervention
- Develop our understanding of health through effective collaboration

We plan to enhance the research environment and facilitate excellence by:

- Extending strategic collaboration with St George's University Hospital NHS Foundation Trust and other local healthcare providers and with research institutions nationally and internationally
- Providing a research environment that inspires innovation and enables people at all stages of their careers to reach their full potential
- Recognising, inspiring and retaining early career researchers to create scientific leaders of the future
- Maximising the impact of our research and its contribution to scientific knowledge and clinical practice
- Engaging the public in our science and communicating widely the significance of our research
- Providing expert opinion at local, national and international levels to inform policy relevant to our vision and mission

The plan also outlines how we will contribute to facilitating excellence through our key people objectives by:

- Maximising the potential of our students and staff in a collaborative, inclusive and supportive community
- Valuing and celebrating our diversity

- Attracting, retaining and developing a talented and high-performing workforce with a shared sense of purpose
- Building a culture that values ambition, expects accountability and recognises excellence

St George's, University of London (SGUL) 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 SGUL, to other HEIs or related employment. In delivering this action plan SGUL demonstrates its commitment to support, develop and enable researchers to progress professionally.

Listed below are the areas and aspects for development with the actions planned by SGUL covering May 2018 – May 2020 aligned to the principles of the '*UK Concordat to Support the Career Development of Researchers' (2011)*.

- 1. Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.**
- 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.**
- 3. Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.**
- 4. The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.**
- 5. Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.**
- 6. Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.**
- 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.**

For reference the numbers in the Concordat Statement column below refer to the relevant criteria from the *UK Concordat to Support the Career Development of Researchers*.

Governance

The implementation of this plan will be overseen by a new **HRER Implementation Group** (HRERIG). This group will comprise of: Deputy Principal - Dean of Research, Director of HR and OD, Associate Dean for the Career Development of Research Staff, Learning and Development Manager, Diversity and Inclusion Manager and research staff (including representatives from the institutes, the Athena SWAN SAT, the Post Doc Forum, Researcher Development Group and co-opted ECRs). It will be chaired by the Deputy Principal - Dean of Research, who is the career development champion for research staff. Reports and actions from HRERIG will then be referred to other University committees as and when is necessary (i.e. such as the Diversity and Inclusion Steering Group, Athena SWAN SAT, Research Strategy Committee).

Project Management of the HRERA Action Plan

The HRERAIG will report to the Research Strategy Committee and SPARC who in turn report to Council. The HRERAIG will formally review the progress of this action plan each academic term and at the end of Year 1 (May 2019) and Year 2 (May 2020). Membership of HRERAIG will be regularly reviewed and updated as necessary.

Glossary and abbreviations

AS SAT	Athena SWAN Self Assessment Team	JRES	Joint Research and Enterprise Service
CIDE	Centre for Innovation in Development and Education	L&D	Learning and Development
CROS	Careers in Research Online Survey	MCS	Molecular and Clinical Sciences (Research Institute)
Council	St George's University Board of Trustees	PGCert HBE	Post Graduate Certificate Healthcare and Biomedical Education
D&I	Diversity and Inclusion	PHRI	Population Health Research Institute
DHR&OD	Director of Human Resources and Organisational Development	PI	Principal Investigators
DHRD	Deputy Human Resources Director	PIRLS	Principal Investigators and Research Leaders Survey
DISG	Diversity and Inclusion Steering Group	PR	Personal Review
DIWG	Diversity and Inclusion Working Group	RIM	Research Institute Manager

DPR	Deputy Principal Research	RDF	The Researcher Development Framework (the national framework from Vitae which describes the training researchers should receive)
EDI	Equality, Diversity and Inclusion	RRC	Resourcing Review Committee
ECR	Early Career Researcher	RSC	Research Strategy Committee
ER	External Relations	R&S	Recruitment and Selection
FTC	Fixed Term Contract	SGUL	St George's, University of London
GS	Graduate School	SGUH	St George's University Hospitals NHS Foundation Trust
HEA	Higher Education Academy	SGREC	St. George's Research Ethics Committee
HR	Human Resources	SOP	Standard Operating Procedures
HRBP	Human Resources Business Partner	SPARC	Strategy, Planning and Resources Committee
I&I	Infection and Immunity (Research Institute)	UB	Unconscious Bias
IMBE	Institute for Medical and Biomedical Education		

Principle 1 Recruitment and Selection					
Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.					
Concordat Statement	Area/Aspect for development	Key principles and actions	Success Measure	Completion date/s	Responsibility
1.1, 1.2, 1.4 6.1	Strengthen our recruitment processes to ensure fairness and transparency. All staff who are involved in recruitment decisions will have access to appropriate Recruitment and Selection (R&S) training including Equality and Diversity and Unconscious Bias.	Periodic review of policies, processes and procedures for R&S All policies are available to all staff on the Portal (or the new webpages from Dec 2018. All new recruiting managers are trained in SGUL's R&S policy and processes and linked to	All new staff who influence recruitment decisions have received applicable training either through our online training, Diversity in the Workplace and/or face to face training including Unconscious Bias and	May 2019 May 2020	DHRD L&D D&I Manager

	(Also see principle 6).	<p>the EDI development offer including <i>Shaping an Inclusive Environment</i> (face to face) and online Unconscious Bias training.</p> <p>Reminders sent to staff who were last trained sent on annual basis.</p> <p>Guidance and procedures to define and clarify who should sit on recruitment panels available on the portal (new webpages from Dec 2018).</p> <p>Comprehensive review of all employment policies 2019/2020.</p>	<p>Equality & Diversity essentials >60% by May 2019, >75% by May 2020.</p> <p>70% recruiting managers have attended R&S training or completed a refresher in the last 3 years.</p>	<p>Annually</p> <p>Dec 2018</p> <p>May 2020</p>	<p>L&D</p> <p>DHRD</p> <p>DHR&OD</p>
1.1, 1.2	Improving data analysis.	<p>Improve the quality of our recruitment data. Robust data sets available for analysis in order to take timely action.</p> <p>All reports to include gender, job roles, contract type, clinical status, and institute affiliation as essential reporting metrics.</p>	<p>Phase 2 of the new HR Management Information system implemented.</p> <p>Annual reporting undertaken.</p>	<p>Phase 2 fully implemented July 2019.</p> <p>Nov 2019 – full reporting function.</p>	<p>Head of HR Services</p> <p>DHRD</p> <p>DHR&OD</p>
1.3	Management of fixed term contracts and opportunities for staff promotion and progression.	<p>Continue to lead on reviewing our processes and procedures, including:</p> <p>Monitoring the number and use of</p>	<p>Staff promotions and progression analysed by contract status, gender, age and ethnicity to</p>	<p>February 2019 and February 2020.</p>	<p>RRC</p> <p>RSC</p>

		<p>fixed term contracts issued;</p> <p>Quantitative data relating to number of fixed term research contracts collated, reported and reviewed through committee structures. Annual review of fixed term contracts to be reported to the RRC.</p>	<p>identify any patterns of under/over-representation.</p> <p>Equality analysis reported to AS SAT and DISG.</p>	Annually	D&I Manager
1.4, 3.3	<p>Increase opportunities for research staff to be involved in the recruitment and selection of staff to projects. (Also see Principle 3).</p>	<p>Research staff encouraged to undertake training in R&S.</p> <p>Inclusion of research staff in selection panels encouraged where appropriate and relevant.</p>	<p>Process evaluated and reported to AS SAT.</p>	Annual Review	Institute Directors DHRD

Principle 2 Recognition and Value 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.					
Concordat Statement	Area/Aspect for development	Key principles and actions	Success Measure	Completion date/s	Responsibility
2.1, 2.4	<p>Variations in access to opportunities for development and career progression.</p> <p>The University offers bridging funding for researchers who are likely to gain further funding. Pilot research project funding or training funds for attending conferences have been made available, but uptake varies across the Institutes.</p>	<p>Review SGUL/Institute funding schemes for supporting pilot research projects, bridging funds for researchers, and training funds for maternity/parental/adoption leave returners.</p> <p>Develop enhanced staff development offer with opportunities to customise development plan and leadership development/opportunities.</p> <p>Track the career progression of senior post-docs and ECRs with a milestone in year 2 (5 years Athena SWAN Action plan).</p>	<p>Allocation of Strategic investment funds for development projects.</p> <p>Interim report and suggested actions to be discussed at AS SAT & RSC.</p> <p>Improved satisfaction rates regarding opportunities for development >50% and career progression >50% in Staff Survey (2019).</p>	<p>November 2018</p> <p>March 2019</p> <p>May 2019</p> <p>May 2020</p>	<p>DPR</p> <p>RSC AS SAT</p> <p>L&D</p> <p>AS SAT</p>
2.2, 2.5, 2.6, 3.3	<p>Improve and support the redeployment of research staff on FTC. (Also see Principle 3).</p>	<p>Proactive actions 6 months before the end of contract to consider alternative sourcing, if the role should transfer to permanent position, or other options for</p>	<p>An increase of 5% of staff in our Full Staff Survey who indicate that they think there are sufficient</p>	<p>May 2019</p>	<p>Institute Directors & HRBPs</p>

		<p>employee. Review by a range of key internal stakeholders at a minimum the line manager and HRBP.</p> <p>Bridging fund utilised to retain key research staff before securing further funding in the near future.</p> <p>Grant writing workshops provided.</p> <p>Training for PIs on funding and support for research before end of contracts.</p> <p>Improved PRs and ensuring career coaching conversations are part of this process.</p>	<p>opportunities for progression.</p> <p>CROS 2019 indicates an increase of 5% in research staff who feel they are supported with opportunities for promotion and progression.</p>	<p>May 2019</p>	<p>Institute Directors</p> <p>L&D</p> <p>JRES</p> <p>PIs Associate Dean for Career Development of Research Staff</p>
2.3	<p>Researchers and managers are looking to further develop their leadership and management skillset and to be supported to achieve this.</p>	<p>Taking on feedback from CROS 2017 and the Pulse Focus groups in October/November 2017. Centrally we will:</p> <ul style="list-style-type: none"> • Continue to offer places on the Aurora Leadership programme; • HR for Managers Programme Offering information, advice and guidance on performance management essentials offered termly; 	<p>Minimum 5 places funded annually</p> <p>CROS 2019 feedback indicates staff are satisfied with access to training opportunities > 75%.</p>	<p>Annually</p> <p>May 2019</p>	<p>L&D</p> <p>HRBP/DHRD</p>

		<ul style="list-style-type: none"> • Online and face-to-face EDI training; • Central programme offer including additional leadership and management workshops; • Career coaching skills training for staff with line management responsibility to support delivery of effective PRs; • Review and commission a middle leadership development programme annually; • Resources around researcher career development, information and research opportunities signposted on SGUL webpages. <p>As well as centrally provided programmes role-specific training sits with the institutes who will continue to ensure that provision meets the needs of the range of researchers in their discipline.</p> <p>L&D to act on feedback from research staff in CROS and PIRLS (2019) to inform leadership and management development offer 2019/20</p>	<p>Feedback indicates knowledge and understanding of UK initiatives relevant to research staff has improved significantly e.g. HR in Research Excellence Award > 50%.</p> <p>Pulse Surveys and Staff Survey indicate that staff satisfaction about support for development and career progression improves by at least 10%.</p>	<p>Pulse Surveys June 2018 & Nov 2018</p> <p>Full staff survey May 2019</p> <p>June 2019</p>	<p>L&D</p> <p>L&D</p> <p>Associate Dean for Career Development of Research Staff</p> <p>Institute Directors</p> <p>DPR</p> <p>L&D</p>
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2.5 & 3.5	Pay Progression for Researchers.	<p>Pay working group will be established to ensure fairness across our pay structures and specifically to ensure appropriate targeted work to address any equal pay and gender pay disparities. Chaired by the DP Institutional Affairs, to further analyse and develop specific measureable actions, to address pay disparities across the organisation.</p> <p>Review starting salary policy and investigate any inconsistency in how starting salaries are determined.</p> <p>Review our Merit Awards as part of a wider review of recognition.</p>	Improving gender pay gap overall by at least a third by March 2020.	Annual reporting March 2019 and March 2020	<p>Deputy Principal Institutional affairs</p> <p>DHR&OD</p> <p>D&I Manager</p>
2.6	For Institutes to improve their approaches to talent development and succession planning aligning this to the PR process.	<p>University academic promotion application is advertised annually.</p> <p>Run focus groups to explore promotion barriers.</p> <p>Run seminars by internal academics and external speakers on their experience of promotion.</p> <p>Introduce buddy system for staff considering promotion.</p>	<p>A more balanced distribution of academics along the pipeline.</p> <p>Focused support for researchers at different career points and identification of organisational barriers.</p> <p>Increase promotion applications from under-</p>	<p>2018 Promotion round and 2019 promotion round</p> <p>2018 Promotion round and</p>	<p>DPR Institute Directors</p> <p>Associate Dean EDI & L&D</p> <p>DPR</p>

			<p>represented staff groups in all institutes.</p> <p>Feedback from staff in CROS and PIRLS (2019) will indicate staff feel supported with promotion and progression (CROS 2017 34.2%) > 40%.</p> <p>An increase of 5% of staff in our Full Staff survey indicates that staff feel there are sufficient opportunities for progression.</p>	<p>2019 promotion round</p> <p>CROS 2019 PIRLS 2019</p> <p>Full staff survey 2019</p>	<p>Associate Dean for Career Development of Research Staff</p> <p>L&D</p>
<p>Principle 3 Support and Career Development Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment</p>					
Concordat Statement	Area/Aspect for development	Key principles and actions	Success Measure	Completion date/s	Responsibility
3.1, 3.2, 3.6	Work towards increasing the retention of staff at early stages of their academic development.	<p>Track career progression of senior post docs and ECRs for 5 years – 2 year milestone as part of this action plan.</p> <p>Evaluate the effectiveness of ECR induction days annually.</p>	<p>Full impact of 5-year tracking project to set future KPIs.</p> <p>2 year milestone as part of this action plan</p>	<p>Dec 2019 (Dec 2022)</p> <p>July 2018</p>	<p>DPR AS SAT</p> <p>DPR</p>

		<p>Seek feedback from post-docs and ECRs on their experiences of support for career development and suggestions for improvement.</p> <p>Evaluate impact of mentoring at a university and institute level.</p> <p>Review how bridging fund is allocated and the impact it has on progression of researchers.</p>	<p>May 2020</p> <p>CROS (2019) shows staff feel supported in career planning increase by 10% and career management increase by 20%.</p> <p>Full Staff Survey</p> <p>Mentoring feedback indicates staff feel supported, CROS 2019 indicates 15% increase in being mentored.</p> <p>Current levels of funding are maintained.</p>	<p>May 2019</p> <p>Spring 2019</p> <p>March 2019</p> <p>Annually</p>	<p>& Institute Directors</p> <p>Associate Dean for Career Development of Research Staff Institute Directors</p> <p>L&D</p> <p>Associate Dean for Career Development of Research Staff</p> <p>Institute Directors</p> <p>L&D Dean of Research and RSC</p>
3.1, 3.5 3.7 & 3.9	Effective and timely Performance Reviews (PRs) for Academic Staff and Researchers. PR satisfaction rates are	A review of the Performance PR. System/process (May 2018 – September 2018).	Guidance available and referenced HR documentation including,	September 2018	DHR&OD L&D

	<p>between 50% and 70% (based on Staff Survey 2016 or PIRLS and CROS 2017). Feedback in Pulse Focus group October/November 2017 highlighted that staff felt that there was an inconsistent approach to PRs across SGUL.</p>	<p>Strengthen the PR process to improve consistency and timeliness. Ensure focus on development and promotion, career aspirations, and addition of EDI objectives for senior leaders. Revised PR form, guidance, training for reviewers and reviewees.</p> <p>Improved use of PR to facilitate professional and personal development of staff. PR topics to include workload, work-life balance, career development, mentoring and readiness for promotion.</p> <p>Training for line managers in career coaching.</p>	<p>induction, probation, and PRs.</p> <p>Increased satisfaction rates with PRs in Full Staff survey (2019) > 50%, CROS and PIRLS 2019 >70%.</p> <p>Increased % of PIs saying they are confident conducting PRs in PIRLS (2019).</p>	<p>May 2019</p> <p>September 2019</p>	<p>PIs L&D</p> <p>Institute Directors, line managers and L&D</p>
3.1, 3.2, 3.3 & 5.2	<p>Provision of a range of courses and programmes to enable our research active staff to develop transferable skills and enhance their career development and progression in a diverse, mobile global research environment (also applicable to Principle 5).</p>	<p>Review current training programmes/offered centrally and at institute level. Ensure the offer is fit for purpose and is mapped against training need identified in the CROS and PIRLS surveys (2017).</p> <p>Align development against SGUL's strategic plan/Operational plan and Vitae's RDF to support improvement and ensure gaps are minimised.</p>	<p>Review of training offered completed. Gaps identified and recommendations put forward.</p> <p>Central and institute programmes updated to reflect recommendations</p>	<p>November 2018</p> <p>January 2019</p> <p>March 2019</p>	<p>L&D Associate Dean for Career Development of Research Staff</p> <p>L&D Associate Dean for Career Development of Research Staff</p>

		<p>Ensure visibility and accessibility of SGUL's central training offer. Consider improved alignment for cross-institute approach to training opportunities.</p> <p>Develop and offer of a range of courses and skills development for research staff, delivered through the central L&D offer, CIDE, cross university seminar programme, annual careers events, JRES and institute training opportunities, in order to stay competitive in both internal and external job markets.</p> <p>A range of researchers at SGUL are involved in teaching and CIDE provide training opportunities to develop this strand of their careers. CIDE offers the PGCert HBE and a range of Teaching and Learning workshops to support development of researcher's teaching skills.</p> <p>JRES has launched Professionalising the Research Application process (March 2018). Supporting research</p>	<p>within budgetary allocations.</p> <p>Provision and up-take on courses, development days, number of researchers per grade/per institute to enhance research active staff development.</p> <p>Review yearly. CROS 2019 indicates an increase in staff who have been able to teach/lecture and/or have had access to teaching skills development.</p>	<p>Annually</p> <p>May 2019</p> <p>Annually</p> <p>May 2020</p>	<p>L&D</p> <p>Individual Institutes</p> <p>CIDE</p> <p>Individual Institutes</p> <p>Associate Dean for Career Development of Research Staff</p> <p>JRES</p>
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		staff to be more successful in winning research grants.	Enable accurate application data to be compiled annually Increase research income by 40% by 2022. (Two year milestone May 2020).		
3.3, 3.4	Accessibility of leadership training and development.	Review and strengthen leadership development, as part of a new L&D offer.	Deliver pilot programme, including training on inclusive leadership (>8 participants), and evaluate feedback. Commitment to provide, talent development and L&M courses/programmes as part of our central development offer annually. Reviewed and updated annually to ensure strategic and operational alignment. Participation in leadership shadowing (>5 female staff).	September 2018 Annually. May 2020	L&D D&I Manager DHR&OD L&D Institute Directors
3.5	Variations in access to opportunities for development and career progression.	The SGUL offers bridging funding for researchers who are likely to gain further funding. Pilot research	New policy on research support.	November 2018	DPR Institute Directors

		<p>project funding or training funds for attending conference have been made available, but uptake varies across the Institutes.</p> <p>Review University/Institute funding schemes for supporting pilot research projects, bridging funds for researchers, and training funds for maternity/parental/adoption leave returners.</p> <p>Interim report and suggested actions to be discussed at AS SAT and RSC.</p>	<p>Improved satisfaction rate on opportunities for development and career progression in Staff Survey 2019.</p>	<p>March 2019</p> <p>July 2019</p>	<p>L&D</p>
3.6	<p>Ensure inductions are the right fit for research staff centrally, at an institute level and locally. Review and update annually.</p>	<p>Dedicated Induction Days for ECRs have been introduced in 2017. Evaluate the effectiveness of the Induction Days annually.</p> <p>Continue to raise awareness of the Welcome Seminar, core compliance training and orientation sessions.</p> <p>When new university website is launched ensure induction pages signpost key information for researchers for induction.</p>	<p>Track the career progression of senior post-docs and ECRs for 5 years.</p> <p>Actions implemented ensure induction remains fit for purpose and relevant to researcher needs.</p> <p>CROS and PIRLS 2019 shows inductions are fit for purpose and satisfaction increases by 5% for both</p>	<p>May 2019 & May 2020</p> <p>July 2018</p> <p>May 2019</p>	<p>DPR Associate Dean for Career Development of Research Staff</p> <p>Associate Dean for Career Development of Research Staff L&D RIMs L&D</p>

			centrally and departmentally.		
3.6, 3.8, 4.5	All staff have access to mentoring either through the central offer or in their departments/institutes though uptake is mixed and would benefit for a more updated cross-organisational approach. Staff feedback suggests mentors would welcome further training. (See Principle 4)	See 4.5	See 4.5	See 4.5	See 4.5
Principle 4 The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.					
Concordat Statement	Area/Aspect for development	Key principles and actions	Success Measure	Completion date/s	Responsibility
4.1, 5.6	Provision of a range of courses and programmes to enable research-active staff to develop transferable skills and enhance their career development and progression in a diverse, mobile global research environment. (Also see Principle 5).	See 5.6 Some roles are rotated or appointed for a fixed period. Deans and Associate Deans are appointed for fixed periods, usually 3years. Increase number of roles that are rotated or appointed for fixed period, and introduce shadowing schemes and succession planning.	See 5.6 More opportunities for career development into senior roles.	See 5.6 May 2020	See 5.6 RSC and the Chief Operating Officer
4.2, 4.3	Ensure research staff involved in teaching and learning and those who	Research staff at SGUL involved in teaching will have access to a new	New offer launched.	September 2018	Associate Dean for Career

	<p>want to prepare for academic practice have access to relevant development opportunities.</p>	<p>flexible provision of workshops and short courses for professional development in teaching and learning delivered by CIDE within IMBE. The offer includes:</p> <ul style="list-style-type: none"> • CPD Scheme administered and accredited by CIDE in association (for some elements) with SGUL Professional Education Centre (PEC) • PGCert Healthcare & Biomedical Education (PGCert HBE) • St George's Health in Education (SHINE Fellowship CPD Route) <p>Continue to ensure staff are signposted to appropriate development courses, programmes and events e.g. Education day.</p> <p>Teaching development is discussed as part of the PR process as appropriate to staff career plans.</p> <p>Researchers should be encouraged to seek HEA accreditation.</p>	<p>Attendance to workshops and programmes by research staff increases on a yearly basis. Workshop and programme attendance is reported yearly.</p> <p>Increase in accreditation applications to HEA between Sept 2018 and Sept 2020.</p>	<p>September 2019</p>	<p>Development of Research Staff</p> <p>CIDE</p> <p>Pls L&D</p> <p>CIDE</p>
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4.4	<p>Continue to support opportunities for research staff to be represented across the range of SGUL organisational groups and committees.</p>	<p>62.5 % of CROS 2017 respondents feel that they have opportunities to participate in decision-making processes, which is an increase of 9.5 % since CROS 2015</p> <p>Contract research staff's input is sought through membership of key organisational groups such as RSC, REF 2021 Steering committee, AS SAT, HRERIG.</p> <p>Review of representation channels for contract research staff to determine improvements.</p>	<p>Feedback in CROS 2019 indicates that opportunities to participate in decision-making processes remains at around 60% (62.5% CROS 2017).</p>	May 2019	<p>DPR</p> <p>AS SAT D&I Manager Institute Directors</p> <p>Associate Dean for Career Development of Research Staff</p>
4.5	<p>All staff have access to mentoring either through the central offer or in their departments/institutes though uptake is mixed and would benefit from a more updated cross organisational approach.</p> <p>Staff feedback suggests mentors would welcome further training. (Also applicable to Principle 3).</p>	<p>Review current mentoring offer enabling all stakeholders to have clear guidance, expectations and to support career progression of researchers at different points in their careers.</p> <p>Training and guidance for all mentors and mentees offered termly.</p> <p>L&D is facilitating peer mentoring with the Post Doc group as a pilot from April 2018.</p>	<p>Monitor partnership rates in updated mentoring scheme increasing to 25 formal mentoring partnerships per year.</p> <p>Mentors and mentees span the entire academic pipeline. Increase mentor pool.</p>	<p>Annually</p> <p>CROS and PIRLs May 2019</p>	<p>L&D Research Institutes</p> <p>L&D Associate Dean for Career Development of Research Staff</p>

		Ensure continuity of Early Career Researchers (ECR) scientific mentor pairing in each Institute.	Feedback from attendees identifies updated scheme has supported them in their personal and professional development.	Annually	Institute Directors
Principle 5 - Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.					
Concordat Statement	Area/Aspect for development	Key principles and actions	Success Measure	Completion date/s	Responsibility
5.2	Further develop and improve the qualities of the research application process at SGUL supporting academics to win more research grants.	<p>Identify, develop and support research leaders to lead on new research initiatives and funding applications.</p> <p>JRES to provide a comprehensive service supporting grant application, ensuring robust and advantageous costing along with broader grant application support.</p> <p>JRES' Research funding team to work with researchers Identifying opportunities, and encouraging targeted applications.</p>	JRES working with Institutes will conduct audits of grants held and relevant research funding opportunities.	May 2020	<p>Head of Enterprise</p> <p>JRES</p>

5.1, 5.3	Ensuring that research at SGUL is conducted to rigorous standards and maintains an environment that facilitates this process.	<p>JRES will be offering SGUL as a venue for NIHR GCP training courses, which both SGUL and SGFT staff can attend, from Spring 2018.</p> <p>The JRES' SOP training reflects the Health Research Authority (HRA) and the Medicines and Healthcare Products Regulatory Agency (MHRA) guidance with reference to GCP training and UK Policy Framework for Health and Social Care Research (which supersedes the Research Governance Framework). Implementation of SOP requirements and recommendations for training for research staff with participant contact, including consent training, study-specific and SOP-specific training.</p> <p>The JRES is offering relevant training programmes for researchers to support this.</p>	Measured by increased % awareness of RGF in CROS and PIRLS 2019 to match or increase on 2017 results.	May 2019	<p>Head of Research Governance</p> <p>SGREC</p> <p>JRES</p>
5.4, 5.5	Representation of research staff on relevant/applicable university committees.	There are two key active research staff society networks the Post doc Forum and the Researcher Development Group (RDG).	For research staff to feel their views are represented CROS data 2017 V 2019 shows that there has been improvement in the percentage of staff who	CROS 2019	L&D

		Support appointment of reps onto all central university committees. Including importance of succession planning for continuity.	feel their views are represented at institute level and university wide.		
5.6	Provide support through the PR and promotion of Vitae's RDF tool to support research staff's focus on their career development and progression.	<p>Researchers should be encouraged to engage with Vitae's RDF as tool for considering future skills needs and requirements relating to career planning. Discussions are included as part of their PR conversation (or equivalent).</p> <p>Guidance on the RDF should be outlined in PR guidance and reviewer training for researchers (PIs and line managers).</p> <p>Ensure the RDF is easily accessible and signposted on the SGUL portal and new webpages.</p>	Increased knowledge and understanding by research staff of RDF CROS 2019 awareness increases to 45%.	<p>CROS 2019</p> <p>October 2018</p> <p>December 2018</p>	<p>DPR</p> <p>Associate Dean for Career Development of Research Staff</p> <p>PIs L&D</p> <p>L&D</p>
Principle 6 - Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.					
Concordat Statement	Area/Aspect for development	Key principles and actions	Success Measure	Completion date/s	Responsibility

6.1, 1.1	Ensure application of the Disability Confident Scheme is communicated across the professional departments and institutes. Managers to support its application ensuring inclusivity (also, applicable to Principle 1) .	Disability Confident Scheme guidance is available through the HR pages on the portal and as part of recruitment processes.	Increase our disability disclosure rate to 5% in 2019, currently at 4%. Current reasonable adjustments guidance is consulted on, reviewed and updated.	July 2019 September 2018	HR Operations D&I Manager L&D
6.2	Supporting an equal and diverse workforce and environment and ensuring fair treatment for all.	See 1.2, 1.3 and 1.4 New face-to-face UB training has been designed and developed and is offered quarterly to all staff.	See 1.2, 1.3 and 1.4	See 1.2, 1.3 and 1.4	HR Dean for EDI D&I Manager Athena SWAN SAT
6.4	Flexible working relies on informal or local arrangements.	Strengthen process for flexible working requests to ensure that it is fairly and consistently managed. Increase number of job share opportunities where operationally possible. Further advice and guidance for line managers on workload distribution and balancing wider responsibilities (including caring or parental responsibilities), or part-time working.	Data is available for analysis. 5% Increase in staff satisfaction in workload management – Full Staff Survey (Work life balance) 2019. Training course attendance (>20 participants).	May 2019 May 2019 May 2019	DHRD Institute Directors DHRD/HRBP

6.5 & 6.7	Improved awareness and uptake of paternity and parental leave.	<p>Regular publication of case studies (of staff who have taken paternity or parental leave) through Thrive podcasts or featured articles in Newsletter.</p> <p>Parents' and carers' email network to be set up where information can be shared on childcare issues including parental leave.</p>	Increase in uptake of paternity and/or parental leave.	<p>Nov 2019</p> <p>December 2018</p>	<p>D&I Manager Athena SWAN SAT Institute Directors</p> <p>All staff with Line management responsibility</p>
6.6	<p>Access to leadership development programmes. (Also see Principle 3 & 4).</p>	<p>SGUL supports women to attend the <i>Aurora</i> Leadership programme (run by the Leadership Foundation) 2017- 18 offered 9 places.</p> <p><i>Aurora</i> Alumni to host a networking event to share their career journeys and highlight benefits of participation in <i>Aurora</i> programme. Positive action strategies developed to recruit participants from BME backgrounds as they were under represented in previous intakes.</p> <p>SGUL to consider taking part in <i>BMentor</i> programme and <i>Springboard</i> piloted in 2019/20 (this programme has more focus on junior</p>	<p>2018/19 & 2019/20 continue participation success.</p> <p>Increase in applications for <i>Aurora</i> from more junior research grades as they were unrepresented in last intake.</p> <p><i>Springboard</i> is successfully hosted 2019/20 12 – 15 participants Positive evaluation from <i>Springboard</i> participants</p>	<p>July 2018</p> <p>September 2019</p>	<p>L&D</p> <p>L&D</p> <p>L&D D&I Manager</p>

		grades therefore we would aim to target ECRs).	2019/20. Leading to continuation of programme.		
6.7	Flexible working requests are fairly and consistently managed.	<p>Develop a centralised process for flexible working requests and ensure it is fairly and consistently managed.</p> <p>Conduct focus groups to explore staff experience of flexible working for academic and non-academic staff</p>	<p>Diversity data is available for analysis to track application/approvals & rejections by protected characteristics groups.</p> <p>Participation in focus groups is > 20 participants.</p> <p>Pulse survey and full staff survey % of staff who feel they have the freedom to work in a way that suits them stays at 80% or increases.</p>	<p>June 2018</p> <p>October 2018</p> <p>Spring 2019</p>	<p>DHRD D&I Manager EDI Associate Dean</p> <p>D&I Manager</p> <p>L&D</p>
6.9	Promoting diversity in research careers and the wider organisation.	<p>SGUL is developing a plan for future diversity accreditations - Race Equality Charter and Stonewall equality index and is working toward AS Silver accreditation.</p> <p>Ensuring equality and diversity is embedded into all policies and procedures.</p>	<p>Charter marks successfully gained.</p> <p>Equality analysis (EIA) process is redesigned and relaunched.</p>	<p>September 2018 (Submission)</p> <p>May 2019</p>	<p>LGBT network D&I manager Athena SWAN SAT</p> <p>D&I Manager</p>

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.

Concordat Statement	Area/Aspect for development	Key principles and actions	Success Measure	Completion date/s	Responsibility
7.1	Increase levels of participation by SGUL researchers in national CROS and PIRLS surveys in 2019.	<p>Participate in sector-wide surveys (CROS, PIRLS), stakeholder consultations, and meetings.</p> <p>Improve communication activity around CROS and PIRLS survey completions and outcome data presented to research staff and other key stakeholder groups.</p> <p>Review responses in CROS and PIRLS (2019) and look at key issues identified.</p> <p>Run focus groups with researchers around key themes and issues to identify actions to improve and support career development of researchers related to feedback in CROS and PIRLS (2019).</p> <p>Recommendations generated and shared with senior management.</p>	<p>Increase in response rate for CROS and PIRLS (2019) by at least 10%.</p> <p>Response levels in PIRLS (2019) remain in line with, or above, sector average.</p> <p>Actions incorporated into updates of 2018 – 2020 action plan were applicable or May 2020 – 2022 Action plan.</p>	<p>May 2019</p> <p>May 2019.</p> <p>Dec 2019</p> <p>Feb 2020</p>	<p>L&D Manager Associate Dean for Career Development of Research Staff</p> <p>DPR Institute Directors</p> <p>L&D Associate Dean for Career Development of Research Staff</p> <p>L&D Associate Dean for Career Development of Research Staff</p>

7.1	Frequency of staff consultation through University-wide surveys.	<p>Use Pulse and Full Staff surveys to capture concerns and issues of research staff especially in years between surveys.</p> <p>Understand the changing experiences of staff and differences between staff groups. Inform changes to our support and policies.</p>	<p>Committed to conducting a detailed staff survey every 3 years to profile experiences of all staff. A shorter Pulse survey is used between full staff surveys.</p>	<p>Pulse Surveys May 2018 and Nov 2018</p> <p>Next full staff survey, May 2019</p>	<p>DHRD</p> <p>L&D Manager</p> <p>D&I Manager</p>
7. 1	Complete gap analysis for six-year re-submission of HRERA award.	<p>Evaluate implementation of the Concordat regularly in terms of policies, development and training opportunities offered.</p> <p>Measure progress against this action plan quarterly and all data, outcomes and impact are recorded. Update actions as required and record in 2018 – 2020 action plan.</p>	<p>Measured by actions completed and scheduled in the 4 year Action Plan.</p> <p>Consultation and feedback support refinement and development of action plan.</p> <p>Six-year re-submission submitted.</p>	<p>Reviewed termly, annually and reported to relevant committees. May 2019</p> <p>May 2020</p>	<p>RSC</p> <p>HRERIG</p>