London South Bank University

EU HR Excellence in Research Award

ACTION PLAN 2020-2022

To support the implementation of the Concordat to Support the Career Development of Researchers

Glossary of Main Abbreviations and Acronyms

ACI	School of Arts & Creative Industries	RCG	Research Concordat Group (now Researcher Development Group)
APS	School of Applied Sciences		
AURA	Annual University Research Audit	RCUK	Research Councils UK
ASG	AURA Steering Group	RDG	Researcher Development Group (formerly Research Concordat Group)
BEA	School of Built Environment & Architecture		
BUS	School of Business	RDF	Researcher Development Framework
CPD	Continuing Professional Development	REI	Research, Enterprise & Innovation
CRIT	Centre for Research Informed Teaching	REF	Research Excellence Framework
CRS	Central Research Support (now the Research Office)	RO	Research Office (formerly Central ResearchSupport)
DAW	Dignity at Work	SME	Small and Medium Size Enterprises
DORA	San Francisco Declaration on Research	SRHE	Society for Research into Higher Education
	Assessment	SRR	Significant Responsibility for Research
EDI	Equality, Diversity and Inclusion	TNA	Training Needs Analysis
ENG	School of Engineering	UMC	University Management Committee
HAPLO	Online Research Management System (formerly	UREC	University Research Ethics Committee
	CRIS)	URC	University Research Committee
HR	Human Resources.		
HSC	School of Health and Social Care		
ICT	Information, Communication, Technology		

KEF	Knowledge Exchange Framework
LDA	London Doctoral Academy
LLR	Library and Learning Resources
LSS	School of Law & Social Sciences
LSBU	London South Bank University
OSDT	Organisational and Staff Development Team
P&OD-OD	People and Organisation, Organisational Development
PSG	Professional Service Group
PWG	Professoriate Working Group
RAG	Research Assessment Group
RBoS	Research Board of Study

Progress Review
A – Actioned
O – Ongoing
P – Part-achieved

Action Plan 2020-22

Relative to Concordat Principles

Progress Review
A – Actioned
O – Ongoing
P – Part-achieved

RECRUITMENT AND SELECTION				
PRINCIPLE 1 **Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research**				
Clause	**ACTION**	**SUCCESS MEASURES**	**LEAD**	**TIMEFRAME**
1.1a; 1.2; 1.3	Annual Review of Human Resources policies to be carried out, including Recruitment and Selection Policy and update where appropriate. This is carried out on an annual basis.	Completion of review on annual basis.	P&OD-HR	January 2021, 2022
	Progress Review LSBU Recruitment Policy and Procedure has been carried out according to deadline.	A		

1.1b, 1.2, 5.1	Review of the procedures relating to the recruitment of staff, confirming that research is a significant part of the recruitment process, and is given at least equal weighting as teaching, in line with Open, Transparent and Merit-Based recruitment principles.	Completion of review and confirmation of significance.	P&OD-HR	January 2021
	Progress Review Within the Employer Brand project, which is being conducted currently, we are reviewing how we recruit to our vacancies in the following job families: Academic, Support, Researchers and Technicians. Research is identified as a significant component of our recruitment. Also, in addition, on our website for job vacancies Research has its own category, therefore candidates who are interested in our Research roles can search for our vacancies easily.	**O – EI1**		
1.4	LSBU signed the San Francisco Declaration on Research Assessment (DORA) in 2020, which commits the university to ensuring journal-based metrics are not used as 'a surrogate measure of the quality of individual research articles' in order to assess the quality of a researcher's output, or in 'hiring, promotion or funding'. A Research Assessment Group (RAG) has been established to review appropriate metrics for of assessing research quality. Outcomes: to deliver recommendations on appropriate metrics and recommendations for their use, to be confirmed by the University Research Committee (URC).	Establishment of appropriate metrics to evaluate research quality in line with DORA; annual review to determine effectiveness	RO, RAG	October 2020
	Progress Review The principles of DORA are firmly entrenched in LSBU. LSBU's action plan was discussed and agreed at URC in 2020, and the university's commitment to DORA principles is enshrined within this, and is publicly available on the Research Governance webpages [Governance and integrity	London South Bank University (lsbu.ac.uk)](). The RAG group have been developing a set of metrics for assessing research quality and this forms part of the review of Research Centres. This is informed by the DORA principles. A set of training materials has been developed that forms part of the Researcher Integrity that will be online by October 2022 as part of the new Training delivery plan that is currently under development.	**A, O - ECI6, ECI5 / ECM2**		

RECOGNITION AND VALUE

PRINCIPLE 2
    Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research.

2.1a	Establishment of a Steering Group for the Annual University Research Audit (AURA) led by Academic and Research staff. This Group to determine: (1) purpose of AURA (in line with DORA principles); (2) data capture relating to research outputs and impact; (3) relationship to appraisal cycle so that line managers are better able to support and develop staff; and (4) capture of best practice activities relating to mentoring and development of researchers (i.e. ECR/ Established Researcher).	Increased involvement of all research staff in AURA by 10% on the new cycle.	RO, ASG	September 2020
	Progress Review LSBU carries out an annual review of research activities across the university, with all colleagues engaged in research, or those who wish to take part in research, invited to take part. This review - the Annual University Research Audit (AURA) - has a questionnaire designed to take an annual snapshot of the research activities from university colleagues, gathering information on activities, as well as development needs. AURA permits the university to tailor its development activities, to understand the current research being carried out, and to help inform research development strategies. The AURA group was established to examine the main points: 1, The purpose of AURA was considered and understood, as a means of gathering information on the work and development of researchers; 2, Simplification of the AURA documentation was considered and implemented, allowing for direct feed of data from HAPLO, and developing questions that permit colleagues to describe their development and mentoring needs, amongst others; 3, the aspiration is to match with the appraisal cycle was considered in order to allow for the cross-over of achievement and development requirements into the reporting cycle; 4, the AURA group established that the mentoring and development of researchers was captured; this has provided a data base that is of value in the consideration of mentoring review. This has led to an increase in the participation of AURA, with a 32% increase in participation.	A		

2.1b	Embedding of the principles of responsible metrics as defined by DORA in the assessment of research quality and development of individuals. Metrics group to identify most appropriate metrics to carry out this task in line with the commitment of the University's new strategic plan to deliver Real World Impact.	Identification of metrics and roll out to all Research Centres by January 2022.	RAG	January 2022
	Progress Review The DORA principles have been accepted and developed as part of the RAG group, and these have considered as part of the review of outputs from Research Centres, and in the development of self-assessment for individuals. LSBU's commitment to DORA is outlined on the university's Research Governance webpage Governance and integrity | London South Bank University (lsbu.ac.uk). DORA principles form part of the new Researcher Integrity training module.	**A**		
2.3a	The requirement to align the Annual University Research Audit (AURA) cycle with the LSBU Group annual appraisal cycle will be included in the review of the process. Alignment the AURA and Appraisal cycles for 2021 to allow to staff to report on research progress, identifying outputs, impact and other measures of esteem.	Increased use of AURA by individuals to report on progress to targets in appraisals.	RO	June 2021
	Progress Review The principle of alignment of the AURA process with appraisal is to inform the progress of individuals with regard to research, and to permit them to discuss this development, and development needs, with the appropriate manager. AURA provides: 1, evidence of activity in the research sphere over the appraisal year, including scholarly activity, measures of esteem, income generation and outputs; 2, consideration of training and development needs; 3, feedback on research support mechanisms. Review of AURA through the AURA working group has helped facilitate this, and consideration of appropriate timescales have been developed. This is ongoing.	**P, O - ECI6**		
2.3b	Review of the online system for annual appraisal and work plans. This system allows for more extensive data mining of training needs for researchers to inform the training provision made by PO-OD. Target to have identified clear set of training needs of researchers and delivery of appropriate training, target to have a completion rate of 95%. This is to be developed further, and used to inform future training in the period 2020-22.	Appraisal completion rate of 95%.	P&OD-OD	January 2022

	Progress Review The review of the appraisal process and system is in progress. We are now finishing the procurement process for the new appraisal system and have started reviewing the appraisal process. The project will be finished for the appraisal cycle 2022/23. When starting the appraisal cycle 2020/21, we have struggled with making the system easily available for everyone, due to the IT outage we have experienced, meaning that we have had a 52% online participation rate. To support staff, we have created the Word document where everyone could record their appraisal conversation. We do not know the true completion rate for this year as not all notes were transferred to the system, especially those in Academia. This is resolved in the wake of the cyber-attack and the new cycle should see greater returns in appraisals.	**O – EI5**		
2.3c	Review of training needs analysis following the Appraisal outcomes. Comparison of data to see developing trends in order to ensure training delivers achievable results, with a target of increasing identifiable training needs by10% year-on-year.	Increasing identifiable training needs by 10% year-on-year.	P&OD-OD	January 2021, January 2022
	Progress Review The OD team is collecting data from the appraisal needs and sharing with Learning Partners (e.g. Research Development) with the outcome. Moving from the training needs to Personal Development Plan increased our understanding of the needs. This year, however, due to IT outage we do not have a full picture of the learning needs. This will form part of our ongoing work in this space for the period 2022-25, with the aim of achieving the proposed training needs increase moving forwards.	**O - EI5** **PCDR4**		
2.3d	Further Rollout of a programme of The Leadership Academy at LSBU, to develop the skill set of all leaders in the organisation including research managers. This programme to help deliver on the means of supporting research leadership and the support of research staff.	Increase participation in the Leadership Academy by 10% overall.	P&OD-OD	January 2021, January 2022
	Progress Review The participation in the Leadership Academy and other management development have increased significantly during pandemic. Online training proved to be more accessible for staff than face-to-face. In 2021/22 we have successfully piloted the Good Manager Programme targeting new managers to the organisation and new to management. We are now preparing for recruitment for the first cohort. 70% participants of the Good Manager Programme were Academics from our researcher cohort	**A**		

2.4	Review of procedures relating of the termination of facilities, email, access, etc, to contract researchers who have completed their contracts, but are waiting on the outcome of new bids. Retention of email access privileges to be examined and reviewed by RDG with ICT. Outcome to determine the feasibility of this action.	Feasibility of the retention of e-mail access to be established.	RDG, ICT	January 2021
	Progress Review This was interrupted by the cyber-attack, and will form part of the review moving forwards for 2022-25	**O - EI6**		
2.6a	Review of research training pathways for all research staff. This to ensure targeted delivery of the four pathways (1, Becoming a productive researcher; 2, Outputs and Impact; 3, Grants and bid writing; 4, PGR Supervision) comprising at least six courses per pathway from October 2020, with change in focus from set training timetables to agile training in line with need, delivered live online.	Increase in uptake of training provision by 10%.	RO, REI	October 2020
	Progress Review The transition to on-demand training was established and was published on the LSBU website. Unfortunately, the University suffered a major external cyberattack on its systems, and this, compounded with Covid-19 pandemic conditions, has meant that uptake has been lower than planned. This is now under review and progress has been made in developing the four pathways and delivery of these through agile and mixed delivery methods.	**P**		
2.6b	Development of Research Centre Review framework to determine the effectiveness of Research Centres, identify areas requiring development and to examine the roles of researchers at all levels within them. Effectiveness of Research Centres to be determined by Outputs, and income, and Environment (collaborations, profile, impact and Researcher development goals).	Success: Establishment of robust system to measure Centre effectiveness.	RO, URC	June 2021
	Progress Review The Centre Review framework was overhauled under discussion with the Centre Heads and other key personnel. This was based on the idea of developing three-year action plans that are discussed and reviewed on an annual basis, considered with regard to the main headings (Outputs, and income, and Environment (collaborations, profile, impact and Researcher development goals), and these to inform the further development of the Centres and their members. This has been established, and this method of assessing Centre effectiveness is now an accepted part of the development of Centres, and researchers as part of Research Centres and Groups. Each	**A**		

	Centre roadmap and achievements in these areas is reviewed yearly.			
2.6c	Further development of the Professoriate to act on the support of researchers and research principles, and to provide Inaugural Lectures and other outreach. Success identified by the formal development of inaugural lecture programme, with a target of four outreach lectures a year, and two meetings discussion meetings a year. In order to overcome challenges due to COVID-19, other means of delivery including virtual lectures will be considered.	Established inaugural lecture programme, delivering of four outreach lectures a year, and two meetings discussion meetings a year.	PWG, RO	December 2020
	Progress Review The cyber-attack and Covid conditions has had a net negative effect on the roll-out of the inaugural lecture series, but these have been fully established in 2022 with a new programme of public-facing lectures. The Professoriate cycle, on a two-year refresh, also coincided with the sub-optimum conditions described. It has now been fully re-established and reviewed, with direct representation into the URC and Academic Board, and charged with the review of the development of individuals, with ten inaugurals to be delivered between March – October 2022. It is planned that LSBU's Research Blogs will provide a means of accessing the texts of these inaugural lectures in the future.	A		

SUPPORT AND CAREER DEVELOPMENT

PRINCIPLE 3
Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

3.1; 3.8	Continued participation of LSBU to continue to participate in Outside Insight work shadowing scheme (http://www.heioutsideinsight.co.uk/). Success to be measured by the number of participants (maximum 8) and the positive feedback from participants and action plans. LSBU will continue to participate in the scheme.	Achieving maximum of 8 participants and positive feedback from participants and resulting action plans.	P&OD-OD	January 2022
	Progress Review Outside Insight scheme - successfully matched 80% of applicants, achieving the target number of participants, though it should be recognised that there were some Issues due to the Covid-19 pandemic and quality of virtual experience.	**A**		
3.3a, 3.11	Development of training strands to assist researcher agility, embedding contract researchers into Centre and Groups in order to build their resilience and to support their development. Success to measure participation of Contract and Early Career researchers in funding bids and supervision, identified in the annual AURA, increased by 20%.	Increased participation (by 20%) of Contract and Early Career researchers in funding bids and supervision.	RO	October 2020, October 2021
	Progress Review Between the 2020-2021 to 2021-2022 (to date, 23/05/2022) academic years, there has been a 44% increase in the number of Early Career researchers involved in funding applications, and an 8% increase in the number who are supervising PhD Students. There has been a 15% increase in the number of contract researchers involved in funding applications/projects. At LSBU, Early Career Researchers are defined as staff members normally within 6 years of completion of their PhD, but also include those staff engaged in doctoral study as part of their development.	**A**		

3.3b	Development and review of researcher training improving visibility and uptake through deeper collaboration with other Research Centres and Schools as well as departments including Library Learning Resources, Marketing and Communications and Organisation & Development. Success to see increase in participation of courses by 20%, with a concentration on Early Career and Contract Researchers.	Increase in participation of courses by 20%, with a concentration on Early Career and Contract Researchers.	RO	October 2020, 2021
	Progress Review The Training programme was developed away from a calendar-based approach in 2019, as this restricted participation due to competing priorities of colleagues. The programme was constructed according to need, and through discussion with School Directors of Research and Research Centre Heads, and following engagement with the Researcher Development Group, ratification at the URC. Unfortunately, the University suffered a major external cyberattack on its systems, and this, compounded with Covid-19 pandemic conditions, has meant that uptake has been lower than planned, not meeting the target set. New development plans for 2022 onwards will involve the formation of a more effective online training suite using PowerhouseHub, and a push on delivery of courses via School and Centre hubs to ensure more effective engagement in order to push towards attaining this target	**P, O - PCDR3**		
3.3c, 3.6, 3.11	Development of integrated training programme for all researchers, based on RDF principles, involving delivery of training according to the following training strands: 1, Introduction to research; 2, Outputs and Impact; 3, Grants and bid writing; 4, PGR Supervision. Development to involve refocus of training calendar according to need, ensuring training programme is delivered at point of need to Research Centres/Groups and Schools, thereby guaranteeing participation.	Successful delivery of the training pathways, achieving participation rates of 20 individuals minimum per course.	RO, REI	September 2018, September 2019
	Progress Review The programme was constructed according to need in 2019-20 and through discussion with School Directors of Research and Research Centre Heads. The main threads are: 1, Becoming an Active Researcher (six sessions); 2, Grant Writing for success (six sessions); 3, Publications and Impact (nine sessions); 4, PGR supervision (eight sessions); 5, Researcher Effectiveness (run by OD) (eleven sessions). This was made available via iTrent, and through the university's website and intranet pages, and discussed at appropriate Directors of Research meetings, the Researcher development Group and the University Research Committee. Unfortunately, the University	**P, O - PCDR3**		

	suffered a major external cyberattack on its systems, and this, compounded with Covid-19 pandemic conditions, has meant that uptake has been lower than planned and below the targets set. New development plans for 2022 onwards will involve the formation of a more effective online training suite using PowerhouseHub, and a push on delivery of courses via School and Centre hubs to ensure more effective engagement			
3.5	Facilitate the growth and development of the HAPLO central research information system (including HAPLO Bio and HAPLO Repository modules), providing a unified approach to the development of research capabilities. This to include the integration of research reporting, bid development, PGR supervision, output reporting and biographical information in order to support researchers in the fulfilment of their research path.	Implementation and delivery of HAPLO Bio module leading to increased external profile of LSBU researchers.	REI, RO	October 2021
	Progress Review The Haplo CRIS system has been updated and expanded in order to provide a much more effective service and repository for research. Over the period under review, the following changes have been put in place: • Funding Reporting Enhancements – March 2020 • PowerBI Integration – May 2020 • Data Management Plans – February 2020 • General enhancements to funding module Autoclose feature – completed October 2020 • Presubmission/Due diligence enhancement – completed September 2021 • Improved onscreen guidance – completed September 2021 • Contract approval Enhancement – completed September 2021 • REF & Impact – Implementation February 2022 • Altmetric integration – Implementation March 2022 • Academic Profile – Implementation April 2022 • Costing tool implementation – implemented April 2022 REF & Impact Enhancements – expected mid to 2022 • Repository pre deposit form implementation (including link to Ethics) – Expected mid 2022 • Haplo Navigation enhancement (previously Home page enhancements) – Expected implementation end 2022 • Repository Article Processing charge form implementation – TBC	A		

3.6	Continued development of Academic Induction programmes in order to enhance the engagement of staff and to allow them to develop their potential efficiently. Target to ensure that all new staff (Contract and Early Career new starters) receive Academic Induction and the specific Researcher Induction programmes, twice a year.	Increased uptake of researchers, achieving a minimum of 40% of new staff attendance in their first year.	P&OD-OD, RO, REI	October 2020, January 2021
	Progress Review Academic Induction is offered to new starters twice a year, ensuring that all new researchers are aware of facilities, procedures and support mechanisms. The introduction of these on-line induction programmes has ensured that the target set has been met, with further development ongoing.	A		
3.7a, 4.12	Review of the Research Summer School Programme to ensure that researchers are agile and capable of engaging on a wide platform in order to support engagement in the face of competing wider university commitments such as examination board meetings and restructuring.	Increase in researcher engagement by 20%.	RO, LDA	July 2020, July 2021
	Progress Review The Summer School was due for review and upgrade, but has had a set back with regard to the major external cyberattack on its systems, and this, compounded with Covid-19 pandemic conditions, meant that a reduced wholly online Summer School was delivered in 2019-20 and 2020-21. Nevertheless, the online Summer School programme for both years comprised three days of researcher training and a day of conference presentations. Online participation on the training sessions was on average 40 individuals for the training sessions which exceeded the proposed increases in engagement. For 2022 the programme has been reviewed by a Summer School Working group comprising academic staff and PGR researchers, leading to a revised programme to be delivered in July 2022.	A		
3.7b	Increase of the opportunities for researchers to supervise through enhanced provision of training. PGR supervision training embedded in the training programme to be delivered through the Research Centres/Groups, and focused on small group development. Increased participation by LSBU RO staff in the reboot of the Epigeum on-line training.	increased participation of ECR and other researchers in supervision by 20%.	RO, LDA	October 2020, October 2021
	Progress Review LSBU has taken a contributor to the revision of the Epigeum on-line training system, which is due to go online in 2022. A total of 61 potential new supervisors have taken part in the old system over the period under review.	P		

	In addition, a set of training sessions in PGR supervision (eight sessions) were designed to be delivered for all new supervisors. As with all training, in the period under review the effectiveness of this training strand was severely curtailed by the cyber-attack and the onset of the Covid-19 pandemic. This is currently under review for 2022-23, with the re-establishment of the university's systems, and with a set on online training to be delivered using the PowerhouseHub (or similar) systems.				
3.8a	Review of the Sabbatical Scheme to assist in the support of individual researcher development and consideration of real-world impacts, with the view of increasing the uptake in sabbaticals by researchers. Review to ensure continued success and robustness of the system in the light of increased uptake.	Increase in uptake of Sabbaticals by 20%.	RO, URC	May 2021, May 2022	
	Progress Review The Sabbatical Scheme was subject to vigorous independent review, involving interviews by an independent chair, and leading to a report that was reviewed at URC. This Review upheld the validity of the scheme, which was ratified at the URC, and proposed a series of improvements in order to increase its effectiveness. These included: 1. improved guidance notes on the application process; 2, publication of a timeline to guide applicants; 3, the opportunity for applicants to record any factors that might impede their activity while on sabbatical; 4, training and Q&A sessions to encourage applicants and answer questions (with 112 participants over these sessions; total of ten Sabbaticals were awarded in 2021, an increase of 20%; The Sabbatical Scheme for 2022 was opened in February 2022, with awards to be made in June 2022.	A			
3.8b	Implementation of an Impact Plan for all researchers, promoting the value and importance of impactful research by engagement with LSBU's Strategic Plan to create 'Real World Impact'. This to be delivered through the creation of an impact group and the opportunity to engage with impact, leading to the delivery of an impact plan for all researchers with tangible benefits, incentivising the collection and recording of research impacts	Delivery of an impact plan for all researchers, incentivising the collection and recording of research impacts.	RO	September 2020	
	Progress Review This action plan is in development and has formed part of impact discussion at both the URC and within the RDG. This will be carried forward into the next action plan, 2022-2025.	**O - PCDI4**			

3.9a, 4.11	Repurpose and promote in a targeted way existing OD courses relevant to researchers and in line with training need requests identified through AURA survey in order to integrate to Research Development programmes and increase participation of academics and early career researchers. The creation of a tailored offering of OD courses allow to deliver on Continuing Professional Development (CPD).	Increased participation in OD courses by 20%.	P&OD-OD, RO	September 2020
	Progress Review OD programme is available for booking through My Workplace (online booking system). The courses are advertised in weekly staff newsletter, the online staff platform (Yammer), intranet pages and direct email to all people managers. There has been an increase in the participation of colleagues during the Covid pandemic of 70 individuals, a level that exceeds the proposed participation increase (25%).	A		
3.9b	To increase visibility of courses and increase level of bookings on courses. Success, an overhaul of the training provision for all Research Staff, overseen by the RDG, and supported by TNA, constructed by OD as part of the annual Appraisal System.	Overhaul of the training provision for all Research Staff and visibility in Appraisals.	P&OD-OD, RO	September 2020, August 2021
	Progress Review The OD team constantly works on increasing visibility and level of booking for courses. We advertise our offer in the weekly staff newsletter, yammer posts, direct email to all people managers, induction events and School and Departmental team meetings. Recently LSBU's booking system has been updated and it is much easier to see offered development and book for session. We have noticed an increased number of bookings within the last two years, with an increase of c.30%.	A		

PRINCIPLE 4 **The importance of researchers' personal career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.**				
4.10a	Conduct annual review of Training Needs arising from Appraisal System and respond to the outcomes, in order to match training to courses. Success to deliver on the Training Needs by identifying relevant courses in the REI calendar/PO-OD training provision, increasing training provision by at least 5 courses.	Increase in the training provision for researchers by at least five courses.	P&OD-OD, RO	January 2021, January 2022

	Progress Review OD team conducts annual Training Needs Analysis from the appraisal cycle. Then the team meets Deans and Directors to discuss the needs coming from staff and from the department needs. OD shares the outcome relevant to Researchers with Research Developers. Though affected by the pandemic conditions, there has been an increased demand for online training that has been met by review of training and delivery of new courses to support colleagues during this period, all of them reviewed to cater for changes in the work environment.	P			
4.10b	Increase in the Significant Responsibility for Research (SRR) cohort within LSBU. SRR is defined as those with ~20% of the workload assigned to research. Create a research development plan template (with recommended development activities attached) to facilitate those researchers who don't reach the 20% threshold, to incrementally increase their research responsibility in 5% tranches (5, 10, 15%) leading to the 20% SRR.	Success: establish the principle and framework and acceptance at URC.	RO, UMC, URC	October 2021
	Progress Review The SRR cohort submitted to the REF in 2021 was 199, an increase from 119 on the previous REF submission from LSBU, in 2014. The implementation of the rising percentage of research increments has been enshrined in policy, as presented at URC and forms part of the discussions on a universal Workload plan from LSBU, due for review later in 2022, and forming part of the three-year action plan to be presented in 2022-2025.	A			
4.11	Development of research awareness through delivery of research training at Research meetings, awaydays, town halls and other research clusters, therefore meeting the needs and requests of Schools and Research Centres.	Increase in the uptake of training by 20%	RO	October 2020
	Progress Review School training provision has been enhanced through the employment of research administrators in three schools (LSS, BEA, ENG), who have responsibility for the establishment of Research cluster meetings, awaydays and similar. This initiative has led to training provision delivered to colleagues in: 1, research grant facilitation and awards; 2, output quality, dissemination plans and publication plans; 3, PGR support and supervision to four out of the seven academic schools. These have been delivered online in line with prevailing UK government guidance due to the pandemic. Sessions were run and this training delivered, with high turn-out within the three schools identified, meeting the target identified.	A			

4.12	Liaison with CRIT to identify routes for teacher training for researchers, developing means of linking with the Advance HE National Teaching Fellowship, in order to enhance researcher skills and progression. Outcome to be the implementation of strategy to deliver this.	Implementation of strategy to enhance researcher skills through this route.	CRIT, RO	January 2021
	Progress Review CRIT has been fully engaged with developing and helping deliver the University's response and approach to dealing with the hybrid teaching and learning environment during the pandemic, and this has been their focus of attention.	P		
4.13	Increased participation and representation of contract researchers in Research Centre management. Participation to be identified in the annual AURA, with success being increased visibility of contract researcher input, with a minimum of 20%.	increased visibility (by 20%) of contract researcher input Research Centres.	RO	September 2020, September 2021
	Progress Review From AURA Analysis, there has been a 25% increase in Contract Research staff who are members of Research Centres who joined LSBU after August 2020, meeting the target specified	A		
4.14	Further development of bespoke mentoring scheme for Research Centres and Groups, identifying different models in specific Centres that can be used to inform the development of mentoring across Centres. Participation identified in the annual AURA, and in the Research Centre Reviews, identified as a success measure. Outcome to be the development and publication of mentoring scheme model, and roll-out to all Centres, with specific emphasis on ECR and Contract Researchers, leading to an increase in staff with quality outputs.	Publication and roll-out of mentoring scheme model, leading to an increase in staff with quality outputs.	RO, URC	September 2020, September 2021
	Progress Review Mentoring is carried out at two levels within LSBU: 1, centrally organised and administered mentoring scheme matching mentees and mentors, delivered by OD. Since 2020, 40 colleagues were identified as being mentored; 2, mentoring within LSBU's 12 research Centres. In the period 2020-2022, annual review of Research Centre research action plans has highlighted the significance of research mentoring, with 12 RCs emphasizing the significance of mentoring to their Centre Reviews. Mentoring success is part of the AURA process, with 54 identified as being mentored, with 77 staff engaged with mentoring. An independent review of mentoring will be carried out in the next reporting cycle.	A		

RESEARCHERS' RESPONSIBILITIES

PRINCIPLE 5

Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.

5.2a	Further development of Research and Enterprise Forums in line with KEF to support and develop research staff, enabling networking opportunities and engaging staff in outward-facing activities, and in real-world external projects.	Establishment of forums, achieving four per year, annually.	REI, RO	December 2020, December 2021
	Progress Review The cyber-attack and Covid conditions had a net negative effect on the establishment of these forums. This is currently under review. The opening of the new London Road Hub, a 10-million-pound refurbishment of the university's central learning and development support hub building ('London Road') will have a significant impact, with the re-establishment of the LDA as a hub for researcher activity, and the possibility of hybrid meetings and networking events. This will come online in July 2023.	**O - PCDR5**		
5.2b	Increase awareness of impact using the Three Minute Research Project approach, and delivery of research at the annual staff conference to increase engagement, leading to delivery of Three Minute Research Project session at annual staff conference, with increased engagement of ECR/Contract Researchers.	Engagement of at least ten ECR/Contract Researchers.	RO	June 2021
	Progress Review The cyber-attack and Covid conditions had a net negative effect on the establishment of this at the Staff Conference. This is now under review, with the potential for implementation 2022-2023, with the opening of the new London Road Hub building and incorporation in a new research congress	**O - PCDI4**		
5.2c	Implementation of an Impact Plan to provide support for all researchers, promoting the value and importance of impactful research by engagement with LSBU's Strategic Plan to create 'Real World Impact'. This to be delivered through the creation of an impact group and the opportunity to engage with impact, through the use of Impact tools such as Altmetric Explorer and Scival.	Training & access to tools leading to 10% increase in researchers delivering impact.	RO	October 2020

	Progress Review This is ongoing. The implementation of an Impact Group was considered and is planned for 2022-23 once the Impact plan is fully developed. Altmetric Explorer is now used to examine the wider engagement of researchers in developing pathways to impact, and will form part of the review of research through Centre Reviews that are carried out on a regular basis with at least an annual cycle.	P			
5.3a	Rollout Research Integrity training workshops to all Research Centres as part of the training and development provision of the university, according to Concordat for Research Integrity principles. Success measure: increase in the participation of researchers by 20%.	Increase in the participation of researchers by 20%.	RO - OD	October 2020
	Progress Review The cyber-attack and Covid conditions had a net negative effect on this, but the materials have been prepared and are due for rollout on the new Powerhouse Hub system, allowing a greater emphasis on RI, and moving to a mandatory engagement in research roles. All PGR students have this as part of their mandatory training, with an increase in online participation over the period by 25%. This model forms part of a complete review of the training cycle which is informed by Researcher engagement through AURA, and overseen by the AURA working group and the Researcher Development Group	P			
5.3b, 5.4	Work with the AURA Steering Group to promote the participation of all researchers in the university's AURA Annual University Research Audit, and promotion of the Open Access principles and use of the Symplectic/HAPLO repository.	Increase in participation to achieve >90% participation rates.	RO, ASG	December 2020, December 2021
	Progress Review The AURA group was established and led to a more streamlined and effective system for 2022. With the University no longer having Symplectic, which hosted AURA, a new simpler survey was developed with feedback from the AURA Group, and launched in Autumn of 2021, closing in January 2022. Open Access and DORA principles now form part of the improved online Researcher Integrity training to be rolled out online in 2022; 268 researchers took part in AURA 2021, which approaches 89% of the research active cohort. Symplectic has now been replaced as an online research repository by Haplo, which is an integrated CRIS system improving the capability of researchers to engage in all aspects of research development and delivery.	A			

5.4	The consideration of participation in the Summer School 2018-2019 and 2019-2019 (3.7, 4.12) called for a review and refocus for the current academic year. The resumption of the annual poster competition, with additional training and engagement is planned for the coming academic year; promoting the importance of research impact.	Increased participation from research staff by 20%.	RO	July 2021, July 2022
	Progress Review The Summer School was due for review and upgrade, but had a set back with regard to the major external cyberattack on its systems, and this, compounded with Covid-19 pandemic conditions, meant that a reduced, wholly online, Summer School was delivered in 2019-20 and 2020-21. This did not lead to the anticipated increase in participation. For 2022 the programme has been reviewed by a Summer School Working group comprising academic staff and PGR researchers, leading to a revised programme to be delivered in July 2022. This has been expanded to encompass the following themes: 1, Building a research career; 2, Achieving effective publication and impact; 3, working with Enterprise; 4, engaging with non-specialist audiences and groups, and will be held in the newly upgraded London Road Hub – LSBU's new facility that includes specific PGR space.	P		
5.5	Development and promotion of the training programme aimed at delivery in Research Centres/Groups and Schools, ensuring that all researchers are aware of them. Work with other training providers within the university to ensure engagement.	Development of bespoke training provision at point of need; increase in uptake by 20%	RO/REI/ P&OD-OD	October 2020
	Progress Review OD offers a wide range of development that is highly relevant for Researchers, including soft skills, management and leadership development and IT training. These are offered through the ITrent system that is the hub for all our staff training, and OD reports an increased number of bookings within the last two years, with an increase of c.30%.	A		
5.6	Development of media and social media training for all research staff, to be run by Communications Team, and in development of the LSBU Brand as a Research university, in line with its Real-World Impact strategic goals Success measure, development of course programme with Communications Team/PO-OD.	Course programme to increase visibility of research staff.	RO/Communications Team/ P&OD-OD	September 2020
	Progress Review In 2021, the Comms team established Media Champions for each Academic School, who were the LSBU has successfully delivered How to Make the	P		

	Best of LinkedIn session in 2020. In 2021 LSBU joined 'The Conversation' which has permitted researchers to engage with outside audiences through their online platform, In 2022 four bespoke training sessions were delivered by The Conversation with 50 participants. This has led to 7 articles from 5 authors, with 100,127 'reads' for the period April 2021-May 2022.			

DIVERSITY AND EQUALITY

PRINCIPLE 6
Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers

6.1a; 2.3	Further development and roll-out of online platform for Unconscious Bias training for all researchers and research decision makers. Success measured by an increase in participation and directly linked to employee recordsystem for accurate reporting.	Increased participation in unconscious bias training, as determined in the record system.	P&OD-OD	December 2020
	Progress Review LSBU successfully delivered three sessions of Unconscious Bias training in 2020. We have trained 35 people. Additionally unconscious bias is part of the EDI compulsory training that is refreshed every two years for all staff, which is monitored and included as part of the Annual Appraisal system.	A		
6.1b; 1.4	To monitor the approved Equality, Diversity and Inclusion (EDI) Key Deliverables Plan. Success: delivery of key objectives.	Delivery of key objectives as set out in the EDI plan.	P&OD-OD	December 2020
	Progress Review The EDI strategy was endorsed by the Group Executive in July 2021 and launched during National Inclusion week during September 2021. The outcomes were to become an organisation where equality, diversity and inclusion is embedded and reflected in everything we do by having: • Leaders who role model and seek to listen, deepen their understanding, and contribute to the debate; whose population reflect the characteristics of our staff and students • A Step change in behaviours and mindsets, reflected in an inclusive culture where inclusion is lived as a core principle • Processes and systems which drive systemic change • All our students achieving their potential	A		

	• Our students, colleagues and communities demonstrating their agency and owning the agenda • Partners who reflect our EDI values in how they operate Inclusion Outcomes are build on our EDI pillars: Excellence and Ambition, Belonging and Engagement, Leadership, and Ownership and Agency. The EDI team have taken a pro-active approach to leading the implementation of the strategy across the pillars and the following work has taken place. The outcome of a staff engagement survey in 2021 showed increased satisfaction around key EDI measures. These were: · I feel my colleagues value my points · I am treated fairly regardless of any protected characteristics · I can be myself at work without worrying about if or how I will be accepted · LSBU/the College/the School acts fairly with regard to career progression and promotion				
6.3	Cultural Competency workshops to be delivered centrally for all Dignity at Work Advisors and Mental Health First Aiders.	Delivery of cultural competency workshops as appropriate	P&OD-OD	September 2020	
	Progress Review LSBU has successfully delivered three Cultural Competencies workshops in 2020 and trained 24 people as identified, as a result.	A			
6.10	Delivery of the Athena Swan Implementation 5-year plan actions	Delivery of the Implementation Plan targets according to the Action Plan.	P&OD-OD	September 2020	
	Progress Review The following actions have been accomplished: Technical support: 26% will be female within the technical workforce by Sept 2021 with quarterly monitoring to assess progress on this target and identify any necessary interventions. Recruitment of 4 female technicians by September 2021. Quarterly monitoring of opportunities and opportunity development to assess progress. **Workforce Planning Strategy**: The new People & Culture Strategy (2020-	A			

	2025) will address this, with a sub-strategy around workforce planning developed and aligned to it. **Evaluation of training strategy**: A new Scores should continue to increase or stay steady for all courses and that this should be seen across all demographics. Online system now allows for this and has been live since August 2019. A quarterly report will be produced and sent to P&OD SMT **Review of appraisals**: Throughout 2020 the Appraisal system was reviewed and adapted to make it suitable for LSBU Group-wide use, providing an opportunity for feedback from users to be utilised in changes to the system, measured by a year-on-year increase in the % of women who agree in the EES "the appraisal process has helped me reflect on my career planning and development"			

IMPLEMENTATION AND REVIEW **PRINCIPLE 7** **The sector and stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.**				
7.2	In order to achieve a clearer understanding, it is imperative to participate in CROS and PIRLS exercise and PRES in the same year, 2021, and to cascade the results through the RDG, Research Centres and Research Town Halls; and to assess the impact of Covid19. The aim is to increase participation rates by at least 20% in comparison to the 2017 exercise.	Increase participation by at least 20% compared with 2017.	RO	January 2021
	Progress Review LSBU participated in the PRES survey in 2019 and 2021, and provided valuable information on the development of the research environment in terms of support for PGR students and supervision from researchers. The results show increases in satisfaction in supervision, progression, teaching and building responsibilities. Engagement was at 17%, and increasing participation is a primary goal, working with the Directors of PGR moving forwards. LSBU did not participate in the other external surveys due to its transition to CEDARS and the complexities created by the cyberattack but this will be reviewed going forwards.	**P, O – ER4**		