# London South Bank University

## EU HR Excellence in Research Award

## ACTION PLAN 2018-2022

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 |
| APS | School of Applied Sciences |
| AURA | Annual University Research Audit |
| BEA | School of Built Environment & Architecture |
| BUS | School of Business |
| CPD | Continuing Professional Development |
| CRIT | Centre for Research Informed Teaching |
| CRS | Central Research Support |
| CRSD | Central Research Support Department |
| DAW | Dignity at Work |
| EDI | Equality, Diversity and Inclusion |
| ENG | School of Engineering |
| HSC | School of Health and Social Care |
| ICT | Information, Communication, Technology |
| 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 (now split into three units: PO-BS, PO-HR, PO-OD) |
| PO-BS | People and Organisation, Business Services |
| PO-HR | People and Organisation, Human Resources |
| PO-OD | People and Organisation, Organisational Development |
| PSG | Professional Service Group |
| PWG | Professoriate Working Group |
| RBoS | Research Board of Study |
| RCG | Research Concordat Group (now Researcher Development Group) |
| RCUK | Research Councils UK |
| RDG | Researcher Development Group (formerly Research Concordat Group) |
| RDF | Researcher Development Framework |
| REI | Research, Enterprise & Innovation |
| SME | Small and Medium Size Enterprises |
| SRHE | Society for Research into Higher Education |
| TNA | Training Needs Analysis |
| UREC | University Research Ethics Committee |
| URC | University Research Committee |

# Action Plan 2018-22

## Relative to Concordat Principles

**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 | LEAD | TIMEFRAME |
|---|---|---|---|
| 1.1; 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. | PO-HR | January 2019, 2020, 2021, 2022 |
| 1.1, 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. As of January 2018, the policy is in place. | PO-HR | Sept 2020 |
| 1.3 | Review to identify where the granting of permanent contracts to researchers with more than two-years-service has been achieved, subject to contract and funding. | PO-HR | Sept 2019 |

**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.**

| | | | |
|---|---|---|---|
| 2.1 | Review of the university's Annual University Research Audit (AURA) in order to harvest more specific data relating to contract researchers and their role in the Research Centres. Review to identify their specific needs, recognise their contributions, and identify specific training needs, leading to identification of support in the Research Centres.  AURA 2018 to include: (1) specific question to identify training needs; and, (2) a question relating to mentoring and researcher development support, both identified to researcher development stage (i.e. ECR/ | CRS | December 2018 |

| | | | |
|---|---|---|---|
| | Established Researcher). Analysis of this to feed back into planning 2019/20 and ongoing, contributing to 10% uptake in training engagement, through targeted delivery. | | |
| 2.3 | 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 2018-20. | PO-OD | January 2019, January 2020 |
| 2.3 | Review of training needs analysis following the Appraisal outcomes. Comparison of data to see developing trends in order to ensure training is fit for purpose, with a target of increasing identifiable training needs by 10% year-on-year. | PO-OD | Ongoing, January 2019, January 2020 |
| 2.3 | 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. Target to increase participation by 10 % overall. | PO-OD | Ongoing, January 2019, January 2020 |
| 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. Outcome to determine the feasibility of this action. Retention of email access privileges to be examined and reviewed by RDG with ICT. | RDG, ICT | January 2020 |
| 2.5 | Survey of researcher entitlements: review to ensure that regularising changes have been implemented and are being enacted. Survey to target Contract and Early Career Researchers to identify that these researchers are in receipt of entitlements, and to harvest opinion of them, with a target of minimum of 30% engagement. | RDG/URC | January 2019 |
| 2.6 | Development of research training pathways, to include senior researchers. This to involve the development of leaders of the newly introduced Research Centres and Groups. Target to develop four pathways comprising at least six courses in 2018. In addition, the formulation of the Research Centres and Groups provides a means of providing development support and training. This to be updated in line with ongoing research, 2018-22. Success identified by implementation of courses and course structure. | CRS, REI | November 2018 |
| 2.6 | Creation of a Professoriate with a chairperson and representative membership in order to act as the intellectual heart of the university and to be the intellectual leaders, guiding research and innovation. Professoriate to act on the support of researchers and research principles, and to provide Inaugural Lectures and other outreach. Success identified by the formal establishment of the Professoriate and development of programme, with a target of four outreach lectures a year. | PWG, CRS | December 2018 |

**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 | 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 feedback from participants and action plans. LSBU will continue to participate in the scheme. | PO-OD | January 2019 |
| 3.3, 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, identified in the annual AURA, increased by 20%. | CRS | September 2018, September 2019, ongoing |
| 3.3 | Further development and review of the Research and Enterprise events calendar improving visibility and uptake. Through collaboration with other 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. | CRS | October 2018, 2019 and ongoing |
| 3.3, 3.6, 3.11 | Development of integrated training programme for all researchers, based on RDF principles, involving the creation of research training pathways in Grant and Bid Writing, Writing and Impact, Research Supervision and Personal Effectiveness. Success measured through the production and publication of an integrated programme, with the delivery of four new training pathways, and with participation rates of 10 individuals minimum per course. | CRS, REI | September 2018, September 2019 an ongoing |
| 3.5 | Facilitate the introduction of the Central Research Information System (CRIS), in order to support researchers in the fulfilment of their research path. The intention is that CRIS will improve access to information on research data.  Success: the delivery of CRIS at an implementation stage. | REI | Under development, full delivery of system by 2020-21 |
| 3.6 | Development and establishment of Academic and Researcher 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. Success measured by uptake of researchers, achieving a minimum of 40% of new staff attendance on one or other course in their first year. | PO-OD, REI | January 2019, October 2019 |
| 3.6, 3.9 | Creation of a handbook to support the integrated programme of whole-career training, with recognised pathways and engagement with the other means of effective dissemination. This | CRS | Initial delivery Sept 2018, roll-out to 2- |

| | | | |
|---|---|---|---|
| | to increase participation in researcher training incrementally, building researcher confidence. Success, publication of book/online resources, and dissemination of same in 2018. | | 19; review 2019-2020 |
| 3.7, 4.12 | Further integrate researchers from all stages of the research-career cycle into the Research Summer School Programme.  This to ensure that researchers are agile and capable of engaging researchers on a wide platform. Success: the increase in researcher engagement by 20% | CRS | July 2018, July 2019 |
| 3.7 | Increase of the opportunities for researchers to supervise through enhanced provision of training including Epigeum on-line training. Success: development of a PGR supervision training pathway in 2018 and increased participation of ECR and other researchers by 20% in the following year. | CRS, CRIT | December 2018, September 2019. |
| 3.8 | Implementation of a new Sabbatical Scheme based on the sector average, based on single semesters, and measured on REF related outputs/inputs. This is to assist in the support of individual researcher development and consideration of real-world impacts. Success, increase in participation and Sabbaticals by 20%. | CRS | May 2018, May 2019, ongoing |
| 3.9, 4.11 | Mapping of OD courses relevant to researchers in order to integrate programmes and increase participation of academics and early career researchers, in order to develop their Continuing Professional Development (CPD). Increase participation in courses by 20%. | PO-OD, CRS | September 2018, then ongoing |
| 3.9 | 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. | PO-OD, REI | September 2018, August 2019 and ongoing |
| **PRINCIPLE 4** **The importance of researchers' personal career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.** | | | |
| 4.10 | 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 10 courses. | PO-OD, CRS | January 2019, January 2020 ongoing |
| 4.11 | Development of research awareness through bespoke series of School and Research Centres and Groups away days, therefore meeting the needs and requests of Schools and Research Centres. Success measure the increase in the number of away days by 20%. | CRS | January 2019 |
| 4.12 | Further Liaison with CRIT to identify routes for teacher training for researchers, in order to enhance researcher skills and progression. Outcome to be the development and publication of policy and procedure. | CRS, CRIT | January 2019 |

| 4.13 | Aim to increase 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% | CRS | September 2018, September 2019 ongoing |
|---|---|---|---|
| 4.14 | 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 to be identified in the annual AURA. Outcome to be the development and publication of mentoring scheme model, and roll-out to all 15 Centres, with specific emphasis on ECR and Contract Researchers. | CRS | September 2018, September 2019 ongoing |

**RESEARCHER'S 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.**

| 5.2 | Development of Research and Enterprise Forums to support and develop research staff, enabling networking opportunities and engaging staff in outward-facing activities, and in real-world external projects. Success measure, establishment of forums, with a success measure of four per year, annually. | REI | December 2019, December 2020 |
|---|---|---|---|
| 5.3 | Further development of Research Integrity training workshops 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%. | CRS | October 2019 |
| 5.3, 5.4 | Work towards 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 repository. Success measure: increase in participation by 10% annually. | CRS | December 2018, December 2019 |
| 5.4 | Increase awareness of impact using the Three Minute Research Project approach, and delivery of research at the annual staff conference to increase engagement. Success measure, delivery of Three Minute Research Project session at annual staff conference, with engagement of at least ten ECR/Contract Researchers. | CRS | June 2018, ongoing |
| 5.4 | Continue annual poster competition, with additional training and engagement; promoting the importance of research impact. Success measure, increased participation from research staff by 20%. | CRS | July 2018, July 2019 |
| 5.5 | Development and promotion of the training pathways, ensuring that all researchers are aware of them. Work with other training providers within the university to ensure engagement. Success measure, the development of a communication plan for all research staff. | CRS/REI/PO-OD | December 2018 |

| 5.6 | High-level engagement training and media training is under discussion as part of the future development of the training pathways for all academic and research staff, to be run by Marketing. Success measure, development of course programme with marketing/PO-OD. | CRS/Marketing/PO-OD | September 2019 |
|---|---|---|---|

**DIVERSITY AND EQUALITY**

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

| 6.1; 2.3 | Further development and roll-out of online platform for Unconscious Bias training.  Success measured by increase in participation and directly linked to employee record system for accurate reporting. | PO-OD | December 2018 |
|---|---|---|---|
| 6.1; 1.4 | To monitor the approved Equality, Diversity and Inclusion (EDI) Key Deliverables Plan. Success: delivery of key objectives. | PO-BS | December 2018 |
| 6.3 | Monitor the effectiveness of Dignity at Work Scheme and Speak Up Policy to train up members of LSBU staff to provide support for others in the workplace. Training to include Line Managers of Grade 7 and above. Success identified by measure of uptake and functionality. | PO-BS | July 2019 |
| 6.10 | Submission to Athena SWAN bronze institution status in November 2019 and subsequent award of Athena SWAN bronze institution status to LSBU. | PO-BS | November 2019 |

**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 | To participate in 2019 CROS and PIRLS exercise and PRES in the same year.  Increase participation rates by at least 20% in comparison to the 2017 exercise. | CRS | 2019 |
|---|---|---|---|