HREiR Action plan 2021-23

Goldsmiths UNIVERSITY OF LONDON

hr HR EXCELLENCE IN RESEARCH

Details		The institutional audience* for this action plan includes		
Institution name:	**Goldsmiths, University of London**	Audience (beneficiaries of the action plan)	**Number of**	**Comments**
Cohort number:		Research staff	44	
Date of submission:	**25-Nov**	Postgraduate researchers	N/A	
Institutional context:	**Abbreviations** **RTO = Research Training Officer (R&E)** **HR OD &E = HR Organisational Development & Equalities** **HRD = HR Director** **R&E = Research and Enterprise** **REC=Research and Enterprise Committee** **REISC = Research ethics and integrity sub-committee** **PW R&KE = Pro Warden Research and Knowledge Exchange** **DD R&KE = Deputy Director of Research & Knowledge Exchange** **KE Manager = Knowledge Exchange Manager** **PE Manager = Public Engagement Manager**	Research and teaching staff	457	
		Teaching-only staff	427	
		Technicians	141	
		Clinicians	0	
		Professional support staff	743	
		Other (please provide numbers and details):	124 Student Workers	

Environment and Culture

Institutions must:

ECI1	Ensure that all relevant staff are aware of the Concordat	**Utilise a blend of new and existing communication channels to promote the Concordat and Goldsmiths commitment to researcher career development:** 1.RTO includes information about the Concordat in 100% of centrally delivered researcher training sessions from Nov 2021 onward 2.RS deliver 4x targeted mailouts for 100% of PIs/contract research staff, setting out expectations of concordat, emphasising importance of researcher career development and signposting to resources, training, and support in Jan 2022, Sept 2022, Jan 2023, Sept 2023 3.RS include RD Concordat in 100% of Researcher Induction Pack (See E12) by Sept 2022 4.RS produce an annual summary of researcher career development highlights and share via Staff News and RD Hub in Dec 2022	1. CEDARS Survey show that the majority of participants report that they understand the RD Concordat: CEDARS [Q. 43] How would you rate your knowledge and understanding of the [Concordat to Support the Career Development of Researchers] June 2023	June 2023	RTO
ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	Promote HR policies to PIs, Directors of Research and Heads of Department through a targeted communication campaign (HR) 1.Introduce all-staff OD and Equality termly newsletter to update staff on HR policy changes, best practice guidance, staff development and wellbeing initiatives. 2.Adapt the termly updates so that they outline specific guidance for Researchers and disseminate via Directors of Research and Heads of Department termly Concordat meetings 3.When conducting equality analyses of policies, encourage researchers to feed-in and identify equality issues that may affect researchers, including ECR: Engage ECR as a target consultation group by sharing Equality Impact Assessments via the ECR network (Dec 2021 onwards)	1.Introduce termly briefings from Spring 2022. Conduct annual staff engagement survey to assess staff awareness of institutional policies. Staff engagement survey responses (+50%) show majority of staff are aware of HR policies and staff development opportunities. 100% of Equality Impact Assessments relating to staff include input from research staff and result in specific measures to address the employment equality issues experienced by researchers.	June 2022	RS and HR OD&E
ECI3	Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues	Review harassment and discrimination reporting procedures, engaging Researchers in consultation on the most effective approaches to reporting and supporting staff. Encourage Heads of Department and Managers to consider flexible working, wellbeing and work-life balance factors when undertaking workload allocation.	Complete consultation by June 2022 and implement new reporting procedures by Dec 2022. By June 2023 stakeholder consultation indicates that staff feel confident in new reporting procedures (stakeholder engagement survey includes researchers and staff / students from minoritised groups e.g. people of colour, LGBTQ+ people, disabled people. Issue guidance and briefings for Heads of Department and Line Mangers by September 2022	June 2023 Sep 2022	HR OD&E
ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	Continue to deliver Mental Health Awareness training, encouraging Research staff to take part so that they are aware of how to support colleagues experiencing mental health difficulties. Send direct invites to Line Managers encouraging them to engage in Equality, DIversity and Inclusion training Ensure Research staff have access to the new all-staff Anti-Racism training to be launched in 2021-22.	Train at least 20 Academic Line Managers in Mental Health Awareness by Dec 2022 Train at least 20 Academic Line Managers in Equality, Diversity and Inclusion by Dec 2022 Train at least 30 researchers in Anti-Racism by Dec 2022. * In all of the above 80% of participants report increased confidence in promoting EDI and wellbeing through their work	December 2022 June 2023	HR OD&E

Code	Description	Action	Measure	Date	Responsibility	
ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	**Develop research ethics integrity sessions that speak to interests of Goldsmiths research community, including interdisciplinary research and practice-based research and continue to raise awareness of research ethics processes, policy and management systems, amongst all staff.** 1. RTO/REISC Coordinator to publish media content explaining Research Ethics Application process (WorkTribe) on Researcher Development Hub (RD Hub) by Feb 2022. 2. REISC Chair to deliver training session to 3xHoS, 18xDoRs, 18xHoDs + departmental ethics and integrity reps to signpost to research ethics processes and resources by July 2022 3. REISC Chair to deliver 1x PGR/ECR roundtable event in Feb 2022, min. 30 attendees 4. RS share information on research and integrity during research managers training session, June 2022 (slide) and induction packs (pdf) September 2022 5. REISC Chair/RTO to pilot 2x introductory training sessions on research ethics, integrity, related policy and processes, resources and contacts for 30 researchers	1&2. REISC coordinator monitors referrals to media content and collates informal feedback to inform ongoing content management. Annual analysis of webpage viewing figures confirms content is regularly being accessed by researchers. 3. Event feedback and dept meetings to inform 2nd event by June 2023, provisionally around research ethics and integrity as it relates to practice-based research. 4. Event feedback and induction feedback confirms that 80% of attendees and new staff feel confident about finding information on research ethics process 5. Event feedback indicates that 80% of participants feel more confident about research integrity and know how to access relevant materials by June 2023 In addition to the above, The Goldsmiths Annual Research Integrity Report (Sept 2022 & 2023) confirms effective engagement with researchers and registration for researcher training events indicates that researchers from across the College, including new staff and ECRs, are signing up to research ethics and integrity training sessions. CEDARS Survey show that the majority of participants report that they understand the RD Concordat: CEDARS [Q. 43] 'How would you rate your knowledge and understanding of the [Concordat to Support Research Integrity]'. June 2023	July 2022 June 2023 June 2023 July 2023 Oct 2022, 2023 June 2023	RTO/REISC Coordinator RTO/REISC Chair RTO RTO REISC Chair RTO	
ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices	Consult with staff on proposals to develop academic career pathways for teaching, research and knowledge exchange, for these pathways to have clear promotion opportunities, and for key stages in these careers to be marked by clear and transparent indicators. As part of the Recovery Programme revise promotions procedures and guidance to ensure different career pathways are acknowledged, including different research disciplines. **Improve feedback and consultation mechanisms, develop strategy for ongoing monitoring and reporting on researcher engagement, research culture, and training provision. Use focus groups to gain better understanding of barriers to career development amongst under-represented groups** 1. RS deliver annual update on Researcher Development activity to REISC. 2. Run CEDARS survey [March-June 2023] and analyse responses in a way that meaningfully captures the views and experiences of research-only staff (and particularly those on fixed-term contracts). 3. Increase opportunities for communications between research managers and central services through 5x termly meetings on researcher development for HoS, HoD, DoRs to share news, examples of best practice, gauge issues, concerns, opportunities and consult on activities and consult on activities for next academic year. 4. In recognition of broad definition of ECR for purposes of network, double ECR Network membership from 30 to 60, including 1 ECR rep from each Dept by Sept 2023. 4. Introduce/ensure consistence use of feedback forms for 100% of training sessions run by HR, RS, Grad School by June 2022, monitor uptake and test out different ways of actively encouraging feedback. 5. Work with A&H Practice Research Centre, Goldsmiths Race Equality Group, and Goldsmiths Staff Networks to run 3x focus groups, including min. 1xECR, 1xmid career, 1x established researcher; 1x PI/research manager + representation from different departments, July 2022. 6. Engage with R-only staff in discussion to identify gaps in existing support and prioritise future	Review Academic Promotions procedures by September 2022. If career pathways are agreed through consultation with staff, implement by September 2023. 1. Feedback from REISC committee to inform annual planning and delivery of researcher training programme. 2. CEDARS participation results show 25% return rate (20% increase on CROS/PIRLS 2019, and c.10% above national average for CEDARS 2021) - and at least 15% return rate for research-only staff - through longer lead time for completion and more targeted communication with researchers to raise awareness of CEDARs. 3. Feedback from the meetings shared via annual report, Sept 2022, 2023 and used to inform researcher training programme 2022/23. 4. Regular monitoring of Teams analytics from Jan 2022 – June 2023 shows increase in members of ECR online forum, from 30 to 100, and increased engagement e.g: evidence of liked posts, introductions, comments and discussion threads. 4. Increase event survey response rate by 20% year on year. 5. Develop 3 new targeted sessions based on feedback as part of 2022/23 researcher training programme. 6. Run 3 focus group discussions (one per school) in the first instance, report outcomes to REC and embed outcomes in the College's researcher development	September 2023 June 2022&23 June 2023 Sept 2022, 2023 July 2023 Sept 2023 Sept 2022 Sept 2023	HR Director and Deputy Warden RTO, DDR&E RTO HR ODE/RTO Pro-Warden R&E RTO RTO/Grad School/HR ODE RTO, HR ODE RTO	
Funders must:						
ECF1	Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies					
ECF2	Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers					
ECF3	Ensure that funding call requirements and selection processes offer equality of opportunity between different groups of researchers, recognise personal contexts, and promote positive research cultures and working conditions					
Managers of researchers must:						
ECM1	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work	Academic line managers will participate in training on EDI, Mental Health and anti-racism	80% of participants provide examples of how they promote EDI in their work	December 2022 June 2023	HR OD&E Line Managers	
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct					
ECM3	Promote a healthy working environment that supports researchers' wellbeing and mental health, including reporting and addressing incidents of discrimination, bullying and harassment, and poor research integrity	Managers will contribute to the review of harassment reporting procedures Managers will report on how they will apply guidance on mental health and equality (e.g. active allyship) within their teams	Involve managers within consultation and ensure new procedures contain clear guidelines on managers responsibilities. Request that managers report back via pulse survey, report to Human Resources & Equality Committee Nov 2023	Nov 2022 Nov 2023	HR - OD&E HR - OD&E	

ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	See EC13 (flexible working and workload allocation)				
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution					
Researchers must:						
ECR1	Actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students					
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion					
ECR3	Take positive action towards maintaining their wellbeing and mental health					
ECR4	Use available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct	Share guidance on active allyship with researchers, encouraging them to support colleagues and report harassment	Share Active Allyship guidance by Jan 2022, Pulse Survey in June 2023 indicates 80% of researchers aware of how to support colleagues and how to report discrimination, harassment and misconduct.	Jun-23	HR - OD&E	
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	Involve researchers within consultation on new harassment and discrimination reporting procedures	Complete consultation by June 2022 ensure it encompasses feedback from researchers and line managers as well as minoritised staff who have lived experience of discrimination	Jun-22	HR - OD&E	
Employment						
Institutions must:						
EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	Continue to roll-out the requirement for Chairs of Recruitment Panels to be trained in recruitment and selection to ensure fair and inclusive selection practices. Ensure the training includes examples of inclusive recruitment specific to researchers and engage researchers and their managers in the training via targeted invites.	Train all-line managers (300 staff) by 2024 (150 / 50% by 2023). 100% of Academic Heads of Department to have participated in R&S training by November 2023. 80% of training participants report a better understanding of how to apply fair and transparent recruitment and selection practices.	November 2023	HR - OD&E	
		Publicise the new Positive Action in Recruitment guidance to Heads of Department to encourage best practice in recruitment	At least 5 Heads of Department have applied positive action approaches within recruitment by Nov 2023			
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	Increase participation of Academic (incl. Research staff) in Goldsmiths Induction to ensure researchers have a consistent experience. Achieve this by: •Requesting that HoDs encourage staff - particularly research-only staff - to attend •Publicising dates via Research Services Induction for PIs and departmental Induction •Circulating an L&D calendar via the researcher development webpage	At least 50% of new Research Staff attend New Staff Introduction by January 2023. 80% of new joiners report that they are aware of policies and practices relevant to their position, and know how to access to training.	January 2023	HR - OD&E	
		Publicise the L&D Programme to new researchers directly through HoDs and DoRs:	Increase academic staff engagement to 200 (50%) increase by November 2022)	Nov 2022		
		Ensure new researchers are integrated into the research community and share relevant information via introduction of tailored researcher induction package: 1.R&E to coordinate induction pack, pulling/checking content from R&E, Library, HR, IT, PE, Comms; send out induction packs to new researchers monthly thereafter (to coincide with publication of new staff lists in Staff News) Continue to review contents of induction pack on annual basis, using survey feedback to ensure information is relevant/up to date (June-Sept)	100% of new research staff receive induction pack within 1 month of joining Goldsmiths; follow up survey (sent out within 6-months of joining) indicates that the information was useful.	Sept 2023	RTO	
			80% of new ECRs join ECR Network; R&E report that min. of 50% new research staff (within 1 year of appt) have contact with Research and Enterprise team	Sept 2023	RTO	
			RTO reports that 80% of new research staff (within 1-year of appt) have attended 1 or more researcher training session	Sept 2023	RTO	

EI3	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances	Continue to host 'Academic Promotions' briefings for staff as well as targeted briefings e.g. for women and staff of colour to ensure promotions pathways are clear and equitable Support the career progression of researchers from black, Asian and minority ethnic backgrounds. Monitor the pipeline from post-graduate study to professor, engage with researchers to develop evidence-based approach to removing the barriers at each career stage. Work with students of colour to better understand barriers to progression and develop initiatives to support career progression. 1. Continue to deliver workshops for CHASE and SeNSS applicants for doctoral studentships flagging new and emerging Widening Participation Opportunities for BAME applicants. The first workshop held in November, 2021 had 40 attendees. 2. Work with Goldsmiths Racialised Postgraduate Network and via the Graduate School advisory group to ensure that Racial Justice initiatives are at the foreground of our work. That includes funded support through the Graduate School Grant for the Counter Cannon Challenge initiative. 3. Undertake further benchmarking of admissions and completion of doctoral student data in terms of protected characteristics and reviewing admissions practice and information available to applicants to identify barriers and ways to enhance accessibility for prospective applicants from BAME and other disadvantaged backgrounds. 4. We will continue to work with the research training officer in developing new and targeted training workshops and seminars to support researchers from BAME backgrounds. 5. Working in close conjunction with the Graduate School, the Generation Delta project will deliver a series of active interventions to improve the experiences and outcomes for BAME female students through 3 phases of the PGR lifecycle: Access to Academy (A2A); Retention and Progression (RaP); and Training for Careers (T4C). We will be reporting back on the outcomes of that programme in subsequent years.	Deliver 4 Academic promotions briefings per year including targeted briefings - aim to engage with at least 80 Researchers (increase of +20 on 2021) - 80% participants report confidence in how academic procedures works. Engage with researchers from Black, Asian and minority ethnic backgrounds as part of the Race Equality Charter to identify the insitutional barriers leading to under-representation at each stage of researchers careers. Establish SMART objectives and institutional targets in agreement with researchers and research managers by November 2023. Deliver annual Autumn Term workshop for prospective CHASE and SeNSS Applicants flagging Widening Participation Opportunities with at least 50 participants (25% increase on 21-22) Establish by 2023 SMART objectives and institutional targets for PGR and studentship applicants from BAME backgrounds in consultation with the Graduate School Advisory Group and PGR Convenors, and with the agreement of Postgraduate Research Board and Research and Enterprise Committee. Develop in conjunction with the research training officer one new training workshop specifically designed to support for Early Stage and Early Career researchers from BAME backgrounds.	Nov 2022 Nov 2023 Nov 2023	HR OD&E & Deputy Warden HR OD&E GS, RS GS, RS		
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	Advertise Goldsmiths' Management Development programmes to Researchers and PIs so that they have opportunities to reflect on, and enhance their management skills. Empower ECRs to manage research projects more effectively through development of an ECR induction programme on research project grant management (for new award holders): Trial ECR induction programme amongst min. 5 new grant holders from Sept 2022 and survey to establish impact (beginning and end of programme).	Increase number of academic staff engaging in management development programmes by 50% (from 41 Researchers in 2021 to 60 in 2022) and increase number of researchers engaging in project management to at least 5 per year. 80% of participants in management development programmes report increased in leadership and management. Survey of pilot group at the beginning and end of the programme shows 70% of participants have increased confidence in research project management and support continuation of programme. 70% of pilot group agree to take part in future induction sessions for ECRs and share tips/advice on ECR network	December 2022 Sept 2023 June 2023	HR OD&E RTO, R&E Post-awards		
EI5	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation	Review PDR process so that it is used as an effective mechanism for supporting the career development of researchers. 1.Establish a means of centrally recording the development needs of staff via the PDR process by June 2022 2. Engage researchers and Heads of Department in discussions on how to enhance the PDR process 3. Launch new PDR form and guidance by June 2023 4. Evaluate engagement and uptake by Nov 2023 Increase engagement with PDR training by promoting sessions to researchers, PIs and Heads of Department: Publicise the PDR process via direct communication. As part of the Goldsmiths Recovery Programme and planned organisational change, undertake a review of workload modelling which will include the types of contracts that we have, to ensure staff are employed on the right type of contract and clear guidance on the use of FTC	At least 50% of research staff report that they have meaningful discussions about their career development with their line manager and by November 2023 at least 50% report that they have annual appraisals that are useful to their career progression. Aim for 20 researchers to have completed training and provided positive feedback (70% agree training improves their approach to PDR) by June 2022. Complete review of workload modelling through consultation with Heads of Department, staff and Unions by September 2023. Evaluate impact by September 2024.	June 2022 – Nov 2023 June 2022 Sept 2023	HR OD&E and Heads of School HR OD&E Director of HR Heads of School		
EI6	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress	Publish findings of FTC review develop a clearer understanding of reasons for appointments of staff on FTCs, and the operationalisation and application of the end of a contract	Complete the review and initiate implementation of recommendations by Nov 2023. Evaluate impact by September 2024.	November 2023	HR		
EI7	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making	**Review and improve existing research governance mechanisms to ensure that there are appropriate opportunities in place, including:** 1.Representation on Research and Enterprise Committee (REC) in line with RD Concordat obligations; 2. Engagement with ECR Network; policy development leads to consult with the group when developing new policies and projects that affect researchers; 3.RD Concordat Working Group to ensure adequate representation from researchers as per principles of RD Concordat	1.REC report any changes to membership, new positions and remit by Nov 2023. 2. ECR Network has year on year increase in participation, including minimum of 1 ECR (within 7- years of PhD) from each department [confirmed via membership list] by June 2023 and web data evidence engagement with consultation processes. 3. CWG to review CWG membership ahead of 10-year HR Excellence submission and appoint at least one research-only member of staff .	June 2021 June 2023 June 2023	Pro-Warden R&KE RTO/HR ODE PW R&KE/CWG		
Funders must:						

EF1	Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies					
EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security					
EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression					
EF4	Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels					
Managers of researchers must:						
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	Line Managers to report on their engagement with mangement training, including Recruitment and Selection, EDI and Leadership development as part of their annual PDR.	Reviewed PDR process to include mechanism for monitoring engagement with management training. Managers feed back on an annual basis. Establish system by June 2022 and report and evaluate by June 2023	June 2022 and June 2023	OD&E Line Managers	
EM2	Familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding					
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	Heads of Department to report on positive action undertaken as a result of participation in recruitment and selection training, and to share examples of how staff are actively supported to apply for promotion.	Annual equality review / consultation with Heads of Department demonstrates at least 5 HoDs developing positive action and able to demonstrate pro-active support for staff in relation to academic promotions	Jun-23	HR OD&E HoDs	
EM4	Actively engage in regular constructive performance management with their researchers	Work with Heads of Department and line managers to enhance the PDR process	Issue reminders to HoDs by June 2022 and annually thereafter, reinforce message via training and development. June 2023 pulse survey reports 70% of staff have participated in PDR in the past year.	Jun-22	HR OD&E Heads of School	
EM5	Engage with opportunities to contribute to relevant policy development within their institution					
Researchers must:						
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder					
ER2	Understand their reporting obligations and responsibilities					
ER3	Positively engage with performance management discussions and reviews with their managers	Publicise PDR guidance explaining the benefits to research staff in order to encourage confidence and engagement in the process.	June 2023 pulse survey reports 50% of staff have participated in PDR in the past year.	Jun-23	HR OD&E	
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community					
Professional and Career Development						
Institutions must:						
PCDI1	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors	**Raise awareness of researcher's entitlement to minimum of 10-days professional development;** 1. RS to highlight the scope of activities that might be undertaken as part of this 10-day allocation, including, for example, mentoring, job shadowing, coaching, networking and career planning, training courses and signpost to appropriate opportunities and share this information with research managers, PIs and research-only staff in 2x targeted training sessions and via induction packs. 2. RS to raise awareness of opportunity to include budget for researcher development in research funding bids, particularly where projects involve the appointment of research-only staff on fixed-term contracts. 3. HR to encourage more researchers to engage with HR staff events delivered via learning and development programme. Achieve this by adapting the programme based on research staff feedback so that the content, format and scheduling of activities are accessible and relevant to research staff. 4.RTO to continue to develop Researcher Training Programme, taking into account, participation and feedback, training needs and interests of researchers as identified through HoD/DoR meetings, consultation with staff and wide range of career options. .	1.Results from CEDARS Survey (June 2023) show that at least 70% of participants agree that they are aware of institutional support offered by Goldsmiths and feel supported in their career development aspirations [CEDARS [Q. 30] and survey shows tht research managers feel more confident about how to signpost researchers to career development opportunities. 1b. Vitae annual engagement report (June 2022 + 2023) indicates year on year increase in annual registered website users (from 217 to 300 to 350) and increased use of researcher resources relating to researcher development; including research careers, professional development and academic CV in annual membership usage report. 1c.Website stats (June 2022 + 2023) evidence that the Researcher Development Hub is incrementally and increasingly used to book training sessions and access information and resources, page views equate to average of 500 per term by Sept 2023. 2. Research funding data (July 2022 + 2023) shows year on year increase in bidding for researcher career development funds as part of grant allocation, where appropriate to funders T&C. 3. Increase Research staff participation in L&D from 152 (107 Researchers) in 2021 to 200 Academic staff in 2022 to 250 (200 Researchers) in 2023 4.R&E (RTO) evaluate and report on first year of Researcher Training Programme against RDF [VITAE] using attendance and feedback data, sector trends and local context to inform second year programme (2022-2023). Report from 2022 and 2023 indicates increased uptake of training sessions and new sessions included in Researcher Training Programme 2022/23.	Jun 2023 June 2022, 2023 July 2022, 2023 Nov 2022, 2023 Nov 2022, 2023 Nov 2022, 2023	RTO/HR OD&E R&E Pre-Awards Team	

PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	See PDR objectives (outlined above) Increase engagement with PDR training by promoting sessions to researchers, PIs and Heads of Department: Publicise the PDR process via direct communication.	Aim for 20 researchers to have completed training and provided positive feedback (80% agree training improves their approach to PDR) by June 2022.	June 2022	HR OD&E		
		Develop an approach to workload modelling which ensures staff have time to attend training and development, contribute to institutional policy and projects and participate in equality, diversity and inclusion initiatives, so that researchers and their managers are supported to develop their careers	Workload modelling review (mentioned above) includes consideration of time to participate in training and other activities relevant to career development.	September 2023	HRD		
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	**Provide professional resources for researchers continuing their career outside of academia, with specific attention to practice-based researchers going on to pursue freelance careers.** 1.HR publicise 1-1 and group coaching options to researchers via Department Research Directors and HoDs and dedicated webpage for Researcher Development 2. HR share best practice about mentoring with depts. 3. R&E (RTO) pilot targeted mentoring programme linking ECRs with mentors from other departments, 5 ECRs/Mentors to focus on research grant development. Conduct before and after participant surveys, monitor pilot and report to relevant parties (CWG, Departments, REC) 4. R&E to develop contacts with careers service to run 1xtraining event on career planning and opportunities + 1xsession on careers outside academia 5. R&E consolidate resources on becoming self-employed, IP, project management, consultancy, recognising that many researchers will pursue freelance career; upload to Researcher Development Hub, share link with ECRs, Practice Research Group, Research Managers and create a selection of case studies that spotlight careers outside academia. [See also PCD15]	1.Increase coaching take-up from 5 (Nov 2022) to 10 researchers (Nov 2023). Coaching evaluation indicates 80% find it helpful for career development. 2. 80% of Heads of Department have shared the mentoring guidance with their teams by Nov 2022. 100% of departments have mentoring in place by Nov 2023. Researcher survey indicates at least 50% know how to access mentoring and of those who have a mentor 80% report positive experience in supporting career progression 3. Participant feedback indicates that 80% feel mentoring has supported them in their career progression. 4. Majority of feedback on career sessions indicates support for delivering and annual career seminar programme of events in a/y 2022/2023. 5. RD Hub website stats show researcher engagement with resources and career development case studies.	Nov 2022 – Nov 2023 Nov 2023 April 2022 July 2022 Dec 2022	HR - OD&E RTO RTO, Enterprise team, Careers Dept RTO/Enterprise team		
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	**Support researchers to develop their research identity and encourage PIs and line managers to identify opportunities to delegate project management responsibilities to create learning opportunities for their researchers and enhance engagement with line management training** 1. R&E (pre-awards/RTO) encourage new researchers to complete Worktribe profiles as part of induction and prepare online training materials on enhancing research identity, 3xrecordings made available via Researcher Development Hub. 2.[CF] Comms support researchers update research profiles on Goldsmiths website 3. [C/F] R&E (RTO) liaise with PIs and research managers to share good practice examples of where delegation has worked well to support the career development of researchers, publish on RD Hub Sept 2022 and publicise. 4.Review Leadership and Management programmes with input from researchers to ensure they are relevant and explore the different leadership opportunities open to researchers, publicise the revised Leadership and Management programmes to researchers, supporting them to participate through flexible and accessible programme of events and activities.	1. 100% of new research staff (within 1 year of starting contract) have filled in Worktribe profiles 2.By June 2022 more than 80% of researchers have developed a profile on Goldsmiths website 3..Snapshot survey of R-only staff by June 2023 shows that 70% researchers report having had more opportunities to lead as a result of project delegation. 4.Aim for 5 researchers to have participated in leadership programme by 2022 increasing to 10 by June 2023. Participant feedback indicates that 80% feel the training has supported them in their career progression.	June 2023 June 2022 June 2023 June 2022 - 2023	RS Pre-Awards RTO Comms RTO HR OD&E		

PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this	**Raise awareness and share knowledge about the benefits of wider engagement in research system, including opportunities to get take up placements, partnerships, consultancy, knowledge exchange and public and/or policy engagement.** 1.R&E (RTO)coordinate 6 events (3 in 2021/22 and 3 in 2022/23) on Knowledge Exchange, public engagement, networking and partnerships, min. 12 participants per session. 2.R&E share information about placement schemes, internships via Research & Enterprise newsletter, e-bulletin, ECR Network and direct comms. 3.[See PCDI3] R&E run session on careers outside of academia, inviting staff and external partners to share insight into their career development outside of academia, Dec 2022 and R&E share a selection of case studies that spotlight careers outside academia via RD Hub.	1. Annual report on researcher training Sept 2022 & 2023 shows majority of participants believe the training will be useful for their career development + year on year increase in registration/participation by June 2023 (from average of 20 October 2021). 2.Monitor research uptake on placement schemes through direct communications with departments, report on uptake in 2022 and 2023, and seek a year on year increase through increased visibility. 3. Increase to 70% of respondents to CEDARS agree to question 30 'To what extent do you agree that ..[your manager/supervisors encourage you to consider a wide variety of future career options within and beyond academia' and that answers to question 32 'In which area do you aspire and expect to work in the long term?' indicates that researchers are aware of a variety of potential employment pathways	Sept 2022, 2023 June 2023 Dec 2022	RTO/ KE manager, PE Manager RTO, R&E Pre-Awards Team RTO		
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	**Improve our data collection and feedback mechanisms and data collection, including**: 1. CEDARs Survey in 2023 is actively promoted through schools, departments, ECR network, researcher development hub, central comms channels as well as via research mailing lists and direct communication with research-active staff. Information about the benchmarking exercise included also in induction packs of researchers, researcher training events and project-specific meetings related to externally funded research. CEDARs also highlighted at termly departmental meetings to discuss researcher development needs and focus group discussions with R-only staff in particular. 2. RTO produce reports on targeted researcher training events and consolidate into annual statement, Sept 2022 and 2023. 3. Pilot mechanism for identifying staff development priorities by June 2022, review effectiveness by June 2023 4. Monitor researcher engagement with HR staff development and wellbeing programme. Report to HR and Equalities Committee, Research and Enterprise Committee and Concordat Working Group annually and evaluate approach based on feedback from researchers.	1&2. Improved participation rates on previous CROS and PIRLS surveys (c. 5%: May 2019), to 20% by June 2023 2. Annual report delivered to REC, September 2022, 2023 and shows year on year improvement on registration for training sessions. 3.Evidence of PDR data being used to inform staff development priorities (in dpts and centrally), 2023-2025 4. Report annually on researcher engagement, implement recommendations to enhance engagement, review progress by Nov 2023.	March-June 2023 Sept 2022 &2023 June 2022 Nov 2023	RTO, HR OD&E, CWG, REC, Comms RTO HR OD&E HR OD&E		
Funders must:							
PCDF1	Incorporate specific professional development requirements in relevant funding calls, terms and conditions, grant reporting, and policies. This should include researchers' engagement in a minimum of 10 days' professional development pro rata per year, and evidence of effective career development planning						
PCDF2	Embed the Concordat Principles and researcher development into research assessment strategies and processes						
PCDF3	Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit						
Managers of researchers must:							
PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	See PDR Objectives - EI5 EM4 ER3 Develop new PDR approach in colloaboration with managers of researchers and encourage them to ensure all staff are offered a PDR or equivalent annual review each year.	June 2023 pulse survey reports 100% of managers have undertaken PDR with at least 50% of their research staff.	Nov-23	OD&E		
PCDM2	Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments	Pilot targeted mentoring programme linking ECRs and Post Docs with mentors from other departments, start date April 2022. Aim for 5 ECRs/Mentors to participate in pilot.	Monitor pilot and report to REC November 2022. Feedback and report indicate the opportunities and challenges of the scheme and provide the basis for development of sustainable approach, January 2023.	Jan-23	RS REC		
PCDM3	Allocate a minimum of 10 days pro rata, per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development	See PCDI1					
PCDM4	Identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours						

PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	Managers of researchers actively engage and feed-back on leadership and management programmes and share insights with other managers	5 research managers to have participated in leadership programme by 2022 increasing to 10 by June 2023. Participant feedback indicates that 80% feel the training has supported them in their career progression and insights / feedback shared with other managers	June 2022, 2023	OD&E Managers		
Researchers must:							
PCDR1	Take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year	See PCDI1					
PCDR2	Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments						
PCDR3	Maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications	See PDR Objectives - EI5 EM4 ER3 Develop and share examples of career development plans and approaches that support researchers, encourage line managers to discuss these with these staff and publicise via direct emails to researchers	Set targets for monitoring and evaluating engagement of researchers in the career development planning process. Evaluate in Nov 2023 and set specific targets in 2023-25 Action Plan.		Nov-23	OD&E	
PCDR4	Positively engage in career development reviews with their managers	See PDR Objectives - EI5 EM4 ER3 Develop new PDR approach in colloaboration with researchers setting out how best to utilise PDR discussions so that they are meaningful for their career development	June 2023 pulse survey reports 50% of staff have participated in PDR in the past year.		Nov-23	OD&E	
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills						
PCDR6	Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation	Promote initiatives such as the Publlic Engagement awards so that Researchers at all stages of their career are aware of the wider research environment and are supported to gain recognition for their work in this area.	Nominations to each researcher career stage category increase by 20% by 2023. Attendance of the awards ceremony increases by 20% by 2023.		Nov-23	PE Manager	

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