HREiR Action plan	Six Year Review Action Plan May 2020 - May 2022		
	Details	**The institutional audience* for this action plan includes (complete or delete, as appropriate):**	**The institutional audience* for this action plan includes (complete or delete, as appropriate):**
Institution name:	**St George's, University of London**	**Audience (beneficiaries of the action plan)**	**Number of** / **Comments**
Cohort number:	**10**	**Research staff**	20
Date of submission:	**8 July 2020**	**Postgraduate researchers**	53
		Research and teaching staff	71
		Teaching-only staff	Not included as not in research institutes
		Technicians	19 Work within Research Operations directorate
		Clinicians	84 Where work within research institutes
		Professional support staff	58 Where work within Research Institutes/Research Ops
		Other (please provide numbers and details):	N/A

Institutional context:
St George's, University of London, established in 1733, is distinctive as the UK's only independent medical and healthcare Higher Education Institution, employing approximately 750 staff, of whom around 40% are engaged within our research institutes or support research (eg technicians). St George's, University of London shares its main campus with St George's University Hospital NHS Foundation Trust, one of the UK's largest teaching hospitals. St George's, University of London has three research institutes: Infection and Immunity (I&I); Molecular and Clinical Sciences (MCS); and Population Health (PHRI); and one educational institute: the Institute of Medical and Biomedical Education (IMBE).

As part of our Strategic Plan 2017-22 our research objectives are to: increase societal impact by improving diagnosis, treatment and prevention of disease; respond to new and emerging healthcare challenges through targeted intervention and develop our understanding of health through effective collaboration.

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

Glossary and abbreviations

AS SAT	Athena SWAN Self-Assessment Team	**CEDARS**	Culture, Employment and Development in Academic Research Survey
CDI	Culture, Development and Inclusion	**CPD**	Continuous Professional Development
CIDE	Centre for Innovation and Development in Education	**Council**	St George's University Board of Trustees
CROS	Careers in Research Online Survey	**DHR&OD**	Director of Human Resources and Organisational Development
DISG	Diversity and Inclusion Steering Group	**DPIA**	Deputy Principal (Institutional Affairs)
DPRE	Deputy Principal (Research & Enterprise)	**DORA**	Declaration on Research Assessment
EB	Executive Board	**ECR**	Early Career Researcher
EDI	Equality, Diversity and Inclusion	**FTC**	Fixed Term Contract
HEA	Higher Education Academy	**HR**	Human Resources
HRBP	Human Resources Business Partner	**HRSIO**	HR Systems & Information Officer
JRES	Joint Research and Enterprise Service	**L&D**	Learning and Development department
PGCert HBE	Post Graduate Certificate Healthcare and Biomedical Education	**PDR**	Personal Development Review
PI	Principal Investigator	**PIRLS**	Principal Investigators and Research Leaders Survey
PRES	Postgraduate Research Experience Survey	**PSED**	Public Sector Equality Duty
PSS	Professional Services Staff	**RC**	Research Committee
RDF	The Researcher Development Framework (the national framework from Vitae which describes the training researchers should receive)	**REAEG**	Race, Ethnicity, Action and Engagement Group
REF	Research Excellence Framework	**RRC**	Resourcing Review Committee
RSG	Research Steering Group	**R&S**	Recruitment and Selection
SGREC	St. George's Research Ethics Committee	**SMP**	Standard Maternity Pay
SOP	Standard Operating Procedures		

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Progress update / Outcome / result
Environment and Culture							
Institutions must:							
ECI1	Ensure that all relevant staff are aware of the Concordat	Improve researcher awareness of Concordat and Vitae resources, including PhD students. Discuss at team meetings/introduce annual workshops within Institutes to raise awareness of the Concordat, Vitae resources and the action plan, as well as the responsibilities for individuals contained within it. Include in induction, eg development programme for PhD students	Improved staff awareness through feedback, including formal staff surveys.	September 2020 / Annually	RC Institute Directors	CEDARS 2021 data showed there was generally low knowledge and understanding of the Concordat to Support Career Development of Researchers, 30%. With the Concordat to Support Research Integrity this was 27%. This is an improvement on CROS 2019 - 17% some understanding of the Concordat to Support Career Development of Researchers and 25% knowing it exists and 19% having some understanding of the Concordat to Support Research Integrity and 28% knowing it exists. However, further improvement is still desired. A Vitae workshop was launched in November 2021 to	Ongoing.

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						raise awareness of Vitae resources and website to key researcher groups delivered through the research institute seminar programmes. Delivered by L&OD manager and Research Integrity Officer. Action carried forward - increase awareness of Vitae and Concordat (ECI1)	
ECI2.1	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	Promoting diversity in research careers and the wider organisation. St George's, University of London has developed a plan for future diversity accreditations, in particular Athena SWAN Silver accreditation and Disability Confident Employer. Early planning for Race Equality Charter also being undertaken. Ensuring equality and diversity is embedded into all policies and procedures.	Charter marks successfully retained: Athena SWAN Silver Award	July 2023	AS SAT	Institutional Silver Athena award has been extended, along with its action plan; the next Silver application to be submitted by July 2023. Athena SWAN renewal ongoing – carried forward (ECI2) Academic institutes reflected on progress on gender and	Complete and part of business as usual.

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						ethnicity profiles of institute leadership and the academic pipeline. Report shared at Senate, Athena SAT and Race Equality Action and Engagement Group. Disability Confident renewal completed October 2021, valid until 2024 Race and Ethnicity Review and action plan implemented. Also see ECM1 - Talk and Transform workshops.	
			Disability Confident Employer	December 2020	EDI Adviser	Disability Confident renewed December 2021 (delayed due to Covid).	
			Equality analysis (EIA) process is redesigned and relaunched.	August 2020	EDI Adviser Dean for EDI	Equality Analysis process renewed August 2020. Now being used across the organisation. Eg used for REF EDI analysis and return to site post-pandemic.	

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ECI2.2		Promote and enable organisational commitment to DORA principles. The DORA working group representing all research institutes and career stages will provide strategy and leadership in the implementation of DORA principles at St George's, University of London. This will include: • Hiring policy and guidance to reflect journal impact factors or rankings will not be considered when hiring new academic staff; • Training materials, guidance and resources are created and disseminated; • Statement of commitment to the DORA principles on our university website; • Issue guidance to the promotions committee on using publication metrics responsibly for academic promotions.	Recruitment, promotion and career-advancement policies and practices updated and developed. Training materials and guidance disseminated Academic Promotions 2020	September 2020 December 2020 April 2020	RC DPRE Institute Directors REF Lead DORA working group DORA working group DHR&OD	Objectives completed by Dec 2020. Recruitment and selection policy updated Dec 2021 and sentence on DORA added to all new Job Descriptions. A comprehensive webpage on our DORA activities with training information has been disseminated by WG representatives. https://www.sgul.ac.uk/research/research-environment/responsible-research-assessment The WG was dissolved Dec 2020 and DORA responsibility incorporated into the new Research Publishing and Data Management Steering Group (RPaD). The Academic Promotions Guidance 2020 included an	Complete

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			round guidance updated			appendix on guidance for the Committee on using publication metrics. Further advice and guidance for candidates on DORA has been included in the 2021 and 2022 guidance.	
ECI2.3		Access to leadership development programmes. St George's, University of London supports women to attend the Aurora Leadership programme (run by the Leadership Foundation), offering at least 5 places per year. 7 places were offered in 2018/19 and 8 in 2019/20. A networking event including Aurora Alumni was hosted by L&D in July 2019 to share career journeys and highlight benefits of participation in Aurora programme to potential future applicants. To become an annual event. St George's participates in the cross institutional B-Mentor programme, which it joined in 2018/19. Increasing the management development offer including Steps into Management for those wanting to find out if management roles are for them started 2018/19 and Management Essentials 2-day programme starting 2019/20.	Ongoing participation success. Increase in applications for Aurora from more junior research grades as they were unrepresented in previous intakes.	September 2020 September 2020	L&D L&D EDI Adviser	There has been an increase in Aurora applicants but, as yet, not an increase in junior researcher applicants, with 1 application (of 7) in 2020/21 and 1 application (of 17) in 2021/22. 5 staff attended Aurora 2020/21. Of the 17 applicants for Aurora 2021/22 35% were research staff, 8 staff attending Aurora 2021/22 (38% research staff, 38% Academics). Aurora applicants (2018-19 – 2021-22): 27% BAME, 67% white, 4% prefer not to say.	Complete

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						59% academic/research, 49% PSS. Aurora applicant success rate (2018-19 – 2021-22): BAME applicants had 50% success rate, white applicants had 60% success rate. Academic/research applicants had 50% success rate. PSS applicants had 60% success rate. Aurora participants (2018-19 – 2021-22): 25% BAME, 75% white. (Total female staff at SGUL in 2021 were 29%BAME). 46% academic/research, 54% PSS.	
			B-Mentor programme feedback is positive.	April 2020	L&D	Participants of the B-MEntor programme (2018-19 – 2020-21): Mentees are 90% female, 10% male. Mentors are 88% Female, 13% Male (this is PSS only as	

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			Increase access and participation in leadership and management development for those new to role and transitioning into new roles. CROS 2019 37% attended.			we do not participate in B-MEntor Academic) 14 staff attended Steps into Management in 2019/20 and 7 in 2020/21 (all PS staff). 13 staff attended Leadership and Management Essentials course in 2019/20 (23% academics & 23% researchers), also 13 in 2020/21 (15% researchers, 31% Research Operations, 8% academics)	
ECI2.4		Flexible working requests are fairly and consistently managed. Strengthen process for flexible working requests from researchers to ensure that it is fairly and consistently managed. The flexible working policy was updated in September 2019 and case studies included to highlight positive examples of flexible working. Increase number of job share opportunities where operationally possible. Highlight successful job share examples via internal communication channels.	Analyse flexible working data annually for researchers, including by gender and contract type. 2019 full staff survey, 72% of respondents are aware of St George's family friendly policies, including flexible working. Aim to increase to 80% for next staff survey.	Annually March 2022	DHR&OD EDI Adviser Dean for CDI L&D DHR&OD	Delayed due to Covid. A new flexible working policy created July 2021 to reflect return to site and enables any staff member to request flexible working (eg working from home some of the week). As a result formal flexible working requests are no longer made meaning that data analysis is not undertaken.	Complete.

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						The "New Ways of Working" project completed Summer 2022. The project tried to ensure that positives from the working practices required due to the Covid pandemic are maintained.	
		Conduct focus groups to explore staff experience of flexible working for research staff.	Participation in focus groups from at least 20 participants.	September 2020	L&D EDI Adviser	Delayed due to Covid but consultation on returning to site undertaken by Directors in March 2021.	
		2019 full staff survey 81% of staff agreed or strongly agreed with the statement "I have the freedom I need to get on with my job" (80% in 2016). Additionally, 66% of staff agreed or strongly agree with the statement "I am satisfied with the balance I can strike between my work and home life", which represented a significant increase from 2016 where a similar statement only received 53% of staff agreeing/strongly agreeing.	Aim is to maintain these levels of satisfaction and continue to monitor through a range of feedback mechanisms.	March 2022 for next staff survey	L&D DHR&OD	Pulse survey Dec 2021 had positive responses with 64% of staff responding positively to the question "I am satisfied with the balance I can strike between my work and home life" (77% of researchers). Ongoing action to maintain awareness of flexible working policy (ECM4).	

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Progress update / Outcome / result
ECI2.5		Improved awareness and uptake of paternity and parental leave. Regular publication of case studies (of staff who have taken paternity or parental leave) through Thrive podcasts or featured articles in Newsletter. The shared parental leave policy was updated in November 2019, with the aim of making the benefits of the leave clearer.	Increase in uptake of paternity and/or parental leave. Full staff survey, majority of respondents aware of St George's family friendly policies – in 2019 staff survey, 72% of staff agreed or strongly agreed with the statement "I am aware of St George's family friendly policies, eg flexible working". Aim to increase that to 80% for the next full survey.	December 2020 March 2024 for next full staff survey	EDI Adviser AS SAT Institute Directors L&D DHR&OD	Uptake data will be included in Athena SWAN staff data analysis for 2023. University increased maternity / adoption / shared parental leave pay to 18 weeks full pay and 21 weeks SMP in April 2022 to be more in line with other universities. Relevant policies updated with examples provided for how shared parental leave operates Analysis ongoing for Athena SWAN (ECI2)	Ongoing.
ECI2.6		Ensure application of the Disability Confident Scheme is communicated across professional services departments and academic institutes. Managers to support its application ensuring inclusivity. Disability Confident Scheme is better advertised and guidance is available through the HR pages on the website and as part of the research staff recruitment and induction processes. The reasonable adjustments guidance was updated in December 2019 with a view to making the	Researchers with management responsibility are more aware of our reasonable adjustments' responsibilities and guidance. Encourage disclosure so that disability disclosure rates are improved (currently 4%	December 2020	EDI Adviser Researchers with management responsibility	Disability confident renewed December 2021 (delayed due to Covid). More communication around disability including digital accessibility e-module and involvement of the Disability Staff Network occurred end 2021/2022.	Complete

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		process and support available clearer for all concerned.	disclosed disability) and “Prefer not to say” or “Unknown” are reduced (currently 5%).			New Disability Confidence for Managers workshop introduced February 2022, 4 workshops offered (demand was strong enough for additional workshops to be required after first one was offered). Declared disability up to 5% and prefer not to say reduced to 4% by May 2022.	
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	Development of workload management model. Ensure expectations for staff in relation to workload distribution are effectively managed and communicated. Spring 2020 DPIA to initiate work on implementing a new workload management model.	2019 full staff survey shows majority of staff satisfied with the balance they can strike between their work and home life (66%). Aim to increase to 70% or more for next staff survey.	March 2022	L&D DHR&OD	Pulse survey December 2021 had positive responses with 64% of staff responding positively to the question “I am satisfied with the balance I can strike between my work and home life” (77% of researchers). 59% responded positively to the question “St George’s does enough to support my health and wellbeing in the 'Future ways of working' (or Hybrid working) environment (also 59% of researchers)	Complete

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						Wellbeing webpage and Mental Health First Aider Service introduced Sep 2021 (staff trained to support colleagues with mental health issues, providing initial support, guidance, and a listening ear to colleagues). Introduced informal discussion with 'sounding boards' for harassment and bullying in May 2021 (staff volunteers who have received training and can handle queries from staff seeking support), prior to making a decision about making a formal complaint. Trends in issues raised are reported to HR for inclusion in regular reports to Executive Board and Council.	
			Workload management model	July 2021	DPIA DHR&OD	Delayed due to Covid and the resignation of	Ongoing

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			developed and communicated		RRC RC Dean for CDI	the DPIA. To be considered in 2023/4 with potential introduction in 2025. Workload Management Model carried forward (ECI3).	
ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	Supporting an equal and diverse workforce and environment and ensuring fair treatment for all at St George's. Online diversity training is a mandatory requirement for staff. In particular it is a pre-requisite for successful completion of probation and made clear in the probation procedure (revised November 2019). In addition, face-to-face unconscious bias training is offered to all staff on a voluntary basis. Make full use of Vitae 'Every Researcher Counts' equality and diversity materials providing links including case study materials. HR to make use of these resources in EDI workshops and in induction, where applicable.	Annual analysis of demographic data for research staff by contract type to detect any trends. This work is also part of our Athena SWAN action plan which will look at wider demographic information of all staff.	Annually	DHR&OD Dean for CDI EDI Adviser AS SAT EB	Demographic analysis to be undertaken as part of Athena SWAN renewal in 2023. Reminders about mandatory training are regularly sent to staff. A Mandatory Training policy was created in February 2021 including EDI training and the HR webpages updated to reflect this. In addition, the PDR form now asks individuals to confirm that they have completed mandatory training. Staff completion for online EDI training in Feb 2022 was:	Ongoing

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						• D&I in the Workplace: 49% of total staff have completed within last 3 years • Unconscious bias: 49% of total staff have completed within last 3 years New Learning Management system to be introduced in July 2022 which should make monitoring of mandatory training rate completion easier and will support future action. Monitoring of mandatory training carried forward (ECI4).	
ECI5.1	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	Ensuring that research at St George's, University of London is conducted to rigorous standards and maintains an environment that facilitates this process. • JRES offers St George's, University of London as a venue for NIHR GCP training courses, which both St George's, University of London and St	Measured by ongoing increases in percentage of staff who have a knowledge and understanding of the Concordat to support Research Integrity as shown in CROS	May 2021	Head of Research Governance SGREC JRES Research staff with management responsibilities	Research Ethics and Integrity Officer (REIO) has delivered research ethics (RE) and integrity (RI) presentations and workshops for St George's students and staff.	Ongoing

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		George's University Hospital NHS Foundation Trust staff can attend. • The JRES SOP training reflects the Health Research Authority (HRA) and the Medicines and Healthcare Products Regulatory Agency (MHRA) guidance with reference to GCP training and UK Policy Framework for Health and Social Care Research (which supersedes the Research Governance Framework). Implementation of SOP requirements and recommendations for training for research staff with participant contact, including consent training, study-specific and SOP-specific training.	2019- 47% up from 22% in 2017. Further increase aimed for CEDARS over the next two years >50%.		Institute Directors	Presentations and workshops have taken place online in 2020/21 with some taking place live in 2021. All presentations / workshops have slides about Concordat. In total 28 workshops have occurred in 2020/21 with over 550 attendees. CEDARS 2021 only 27% respondents had some understanding of the Concordat to Support Research Integrity. Ongoing action to increase awareness of research ethics and integrity carried forward (ECI5/ECM2).	
ECI5.2		Laboratory record keeping and practices standardised where possible. Increased emphasis on health and safety within labs.	Increased H&S awareness and signage, including health and safety stickers identifying key health and safety actions required such	May 2020	Director for Research Operations	Delayed due to Covid but new signage and Research Operations webpages in place by December 2021, giving detailed information on	Complete.

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			as no laboratory gloves in the corridors.			laboratory services and SOPs. The webpages signpost to newly created policies, procedures and guidance. These standardise processes, managing both Research Operations and researchers' expectations and have a strong emphasis on health and safety. In addition, signage is in place in corridors, doors and other communal areas reminding researchers of health and safety standards, such as no lab coats to be worn in certain areas. Researcher induction pack for new staff created in November 2021 ("Arrival and Survival Guide"), which signposts them to information, including structure and operation of the university and how it	

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						relates to labs. This is available to everyone (including established staff) to benefit them with the information it provides. Annual action to update researcher "arrival and survival guide" (EI2) New structures introduced in Research Operations March 2021 has had positive impact on lab practices and standardisation via streamlined services and easier access to services and information for researchers.	
ECI6.1	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve	Improving data collection and analysis. The quality of HR and diversity data has improved since the introduction of a new HR system in April 2018. Demographic data is now reported on as standard, including for recruitment data. Reports are shared with management. Develop HR reporting system so that research staff groups (eg Research	Annual reporting undertaken, including for recruitment, staff profile including in relation to sex, disability and ethnicity. Ethnicity pay gap also voluntarily reported on in March 2020 (ongoing).	Nov 2020	DHR&OD HRSIO Institute Directors DISG AS SAT	Annual diversity reporting is now part of business as usual, eg the annual PSED and recruitment/promotion reports are produced each year based on data as at end July and include data on different staff groups, including research.	Complete

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	institutional practices	Assistants) and PIs can be easily identified, in order to assist in determining effectiveness of action plan.				Research Assistants can be separately identified in the HR system. PIs are known within the relevant Research Institute.	
ECI6.2		Increase levels of participation by St George's, University of London researcher staff in the new national CEDAR survey. PRES survey for PhD and MD(Res) students, focusing on research provision for both cohorts of students. Participate in sector-wide surveys (CEDARS, PRES), stakeholder consultations, and meetings. Improve communication activity around CROS and PIRLS survey completions and outcome data presented to research staff and other key stakeholder groups eg RC Institutes to encourage participation in new CEDARS more actively. As this a shorter more concise survey this will support us to achieve greater engagement. Review responses from CROS, PIRLS (2019), CEDARS (2020) and PRES (2020). Focusing on key themes and issues identified, focus actions to improve and support career development of our different groups of research staff. To be shared with RC actions incorporated into May 2020 – 2022 Action plan.	Increase in response rate for CROS and PIRLS. However, both fell in 2019 from 35% to 28% for CROS and 46% to 37% for PIRLS. Aim to move completion rates to >45% over the next two years.	May 2022	L&D Dean for CDI RC	St George's did not take part in CEDARS in 2020 but did take part in CEDARS 2021. There were 73 responses (~33% response rate). Key findings and analysis from CEDARS 2021 has been shared with HREIRA working group and with Research Committee in February 2022. PhD surveys undertaken. PRES 2021 had 46% response rate, above sector average of 36%. Positive responses to research culture, professional development and overall experience (60-80%), although	Ongoing.

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						students would welcome more opportunities (33%). Findings are supporting actions for our HREiRA eight review action plan. CEDARS response rate remains lower than desired. Action to encourage participation in surveys carried forward (ECR1).	
ECI6.3		Frequency of research staff consultation, including through University-wide surveys. Use staff surveys and pulse surveys to capture concerns and issues of research staff especially in years between CEDARS. Through ongoing consultation understand the changing experiences of staff and differences between staff groups. Informing changes to St George's, University of London's support and policies.	St George's, University of London is committed to conducting a detailed full staff survey every 3 years to profile experiences of all staff. Aim to move response rate to >45% in the next full staff survey. A shorter Pulse survey is used between full staff surveys and benchmarked against the full survey. Aim to move response rate to	Full staff survey results presented March 2020, with next full staff survey due by March 2022	DHR&OD L&D EDI Adviser	Full staff survey undertaken in 2019 with response rate of 40%. Staff pulse survey undertaken in December 2021 with 47% response rate (the highest rate for the last 3 surveys). Pulse surveys appear to enable better engagement with staff and a further pulse survey is planned for 2022. Other bespoke staff surveys and consultation undertaken, including:	Ongoing.

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			>45% in the pulse survey.			• Disability focus groups were run in April 2021 to find out more about the barriers facing staff with disabilities • Postdoc survey undertaken in February 2022 created by the Postdoc forum – feedback showed that whilst there are variations in experiences and more guidance on professional development is needed, 50% are able or encouraged to take ownership of their career and 75% positively engage with PDRs. • From 23 June 2020 - 22 July 2020 St George's undertook a short staff questionnaire to check-in on views around its	

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						reaction to the Covid-19 crisis. Participation in research and staff engagement surveys carried forward as an action (ECR1).	
ECI6.4		The library & JRES support St George's researchers to meet their OA compliance requirements for REF2021 by providing relevant systems & processes. The Scholarly Communications Group meets to oversee open access policies, procedures and infrastructures (the group is made up of staff from the research institutes, JRES and the Library). Maintaining a service which provides support, training and advocacy with regards to open access for researchers at St George's. Maintaining the Current Research Information System (CRIS) and the SORA institutional repository curating researchers' published outputs. Provide guidance and support with the JRES on funder block grants and St George's institutional fund for the payment of publishers' article processing charges (APCs) for the publication of academic journal articles. Develop and promotes St George's Research Publications Policy.	Published outputs can be read, re-used and built upon as a key part of the research lifecycle. St George's researchers meet the OA compliance requirements for REF2021.	Monthly March 2021 Monthly Annual monitoring	Scholarly Communications Group The Library JRES Researcher publishing outputs. The Library JRES	Now business as usual. Requirements for REF 2021 were met. The Library & JRES continue to support researchers to meet their OA compliance requirements in the post 2021 REF environment with appropriate systems, policies and procedures. The Scholarly Communications Group has been replaced by Research Publications and Data Management Steering Group (RPaD), chaired by the Research Director for Cross Cutting University Themes and with high representation of	Complete

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						researchers from across our community. This steering group is shaping our new Research Publications Policy and will be instrumental in reviewing our research support systems as we consider how best to support researchers in a streamlined and efficient way. The steering group also has oversight of research data management and will consider how we develop policies and practices which enhance our commitment to DORA.	
Funders must:							
ECF1	Including requirements which promote equitable, inclusive and positive research cultures and environments in	Not applicable to St George's, University of London	X	X	X	X	X

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	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	Not applicable to St George's, University of London	X	X	X	X	X
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	Not applicable to St George's, University of London	X	X	X	X	X

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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	See ECI4 Supporting an equal and diverse workforce and environment and ensuring fair treatment for all at St George's.				See progress and outcomes in ECI4 In addition, Talk and Transform workshops delivered in 2020/21 following a Race and Ethnicity Review at St George's. The workshops cover how to have difficult conversations around race. 84 line managers attended 22% research managers, 4% research operations managers EDI Insights sessions have been delivered to Research Institutes in Feb/March 2022. These sessions explore staff demographics, including representation in different roles and grades and in recruitment processes. The sessions are interactive and aim to	Ongoing.

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						raise awareness and engagement. The sessions ask staff to reflect and comment on trends and consider actions to address these. Monitoring of mandatory training carried forward (ECI4).	
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	See - ECI5.1 Ensuring that research at St George's, University of London is conducted to rigorous standards and maintains an environment that facilitates this process.				See ECI5.1 update, including information about workshops undertaken by the Research Ethics and Integrity Officer. Action to increase awareness of research ethics and integrity carried forward (ECI5/ECM2).	Ongoing.
ECM3	Promote a healthy working environment that supports researchers' wellbeing and mental health, including reporting and addressing incidents of	Development of workload management model. Ensure expectations for staff in relation to workload distribution are effectively managed and communicated.	2019 full staff survey shows majority of staff satisfied with the balance they can strike between their work and home life (66%). Aim to increase to 70% or more for next staff survey.	March 2022	L&D DHR&OD	Next full staff survey due to occur in 2023/24, pulse survey anticipated December 2022.	

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	discrimination, bullying and harassment, and poor research integrity	Spring 2020 DPIA to initiate work on implementing a new workload management model.	Workload management model developed and communicated	July 2021	DPIA DHR&OD RRC RC Dean for CDI	Delayed due to Covid and the resignation of the DPIA. To be considered in 2023/4. Workload Management Model carried forward (ECI3).	Ongoing.
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	See ECI2.4 - Flexible working requests are fairly and consistently managed.				The new flexible working policy states that “Everyone is eligible to request flexible working”.	Complete
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	See actions EI7 relating to committee membership and ECI6.3 regarding staff consultation.				All staff groups now represented on relevant committees, including students, PhDs, Postdocs, ECRs. Regular staff consultation, including use of surveys now in place. Ongoing monitoring of committee	Ongoing. Complete.

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Progress update / Outcome / result
						membership and participation in surveys carried forward (ECR1).	
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	Supported by actions EC1-6.4 above				See progress and outcomes in EC1-6.4 Pulse survey December 2021 had positive responses with 81% of staff responding positively to the question “I feel that St George’s is committed to supporting diversity and inclusion” (85% of researchers) and 77% responding positively to the question “I think St George’s respects individual differences (eg culture, working styles, backgrounds, ideas)” (82% of researchers). These two questions were the highest scoring questions for individuals who classified themselves as researchers.	Ongoing.

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						Monitoring of committee membership, monitoring of mandatory training and participation in surveys carried forward (ECR1).	
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	See action ECI5.1				Action to increase awareness of research ethics and integrity carried forward (ECI5/ECM2)	Ongoing.
ECR3	Take positive action towards maintaining their wellbeing and mental health	See action ECI3				Mental Health (MH) Awareness Training now offered annually and trained a cohort (16 staff) of Mental Health First Aiders for the last two years (2020 & 2021) Mental Health First Aiders launched in September 2021 alongside staff mental health and wellbeing webpages.	Complete
ECR4	Use available mechanisms to report staff who	See action ECI3.				Introduced informal discussion with 'sounding boards' for	Complete.

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	fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct					harassment and bullying in May 2021. New action to increase awareness of reporting mechanisms taken forward (ECI3).	
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	See action EI7				All staff research groups now represented on relevant committees Strong engagement with Research Day. Ongoing monitoring of committee membership carried forward and feedback on research day (ECR1).	Complete.
Employment							
Institutions must:							
EI1.1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection	Continue to strengthen our recruitment and promotion processes to ensure fairness and transparency. As a signatory of DORA (2019), St George's, University of London will provide guidance about the criteria used	Researcher feedback via all researcher staff groups indicates the changing research assessment environment prompted by DORA has had a positive	Monitor and report on progress and impact annually to RC.	RC Institute Directors DORA working group	Regular monitoring of recruitment practices is undertaken which has shown an improvement in diversity outcomes since the introduction of anonymised sifting	Complete.

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	and appointment practices	for hiring, tenure, and promotion decisions. Provide guidance to senior staff on good practice in research(er) evaluation during hiring, promotion and reward with a suite of options for requesting and measuring the range of academic contributions to research (including the CREDiT taxonomy and Résumé for Researchers toolkit produced by the Royal Society). Provide guidance and workshops for academics (including PhD students) to raise awareness of tools for recording/evidencing the full range of their contributions to high-quality scientific research on CVs and promotions applications. Developing a process to monitor and report on progress.	impact on researcher career progression pathways.	December 2020		and the Fair Recruitment Specialist pilot, eg after the first year of the Fair Recruitment Specialist initiative recruitment panels had moved from only 33% being balanced (ie having black, Asian and minority ethnic representation on the panel) to 54% being balanced. However, these improvements have been seen more for PS roles rather than researcher roles. New action for balanced panels for academic posts (EI1). DORA action complete – see ECI2.2 progress.	
EI1.2		Strengthen recruitment processes to ensure fairness and transparency. All staff who are involved in recruitment decisions will attend appropriate Recruitment and Selection (R&S) training including Equality and Diversity and Unconscious Bias. R&S policy reviewed and amended December 2019. Includes guidance and	All new staff who influence recruitment decisions have received applicable training either through our online training, Diversity in the Workplace and/or face to face training	December 2020	DHR&OD L&D EDI Adviser	HR for Managers Recruitment and Selection training now offered annually 26 attended in 2020/21 (15% research line managers) and 27 in 2021/22 (26%	Complete.

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		procedures to define and clarify who should sit on recruitment panels. St George's, University of London commitment to EDI is outlined on its jobs website and as part of induction. All policies are available to all staff on the website and many, eg the dignity at work and study policy, are available publicly.	including Unconscious Bias.			research line managers). A new suite of diversity training aimed at recruiters has been introduced: • Inclusive Practice at St George's • Developing your skills as an effective Recruiter • HR Recruitment and Selection Training	
		All new recruiting managers, including Researchers with management responsibility, are trained in St George's, University of London R&S policy and processes and directed by the EDI development offer including face to face Unconscious Bias training. A new learning and development system was implemented in September 2019 which enables reminders to be sent annually to staff who need to complete training.	70%+ of recruiting managers have attended R&S training or completed a refresher in the last 3 years an increase from the current 35%.	December 2020	L&D DHR&OD	We do not have up to date data on the percentage of managers who have completed R&S training but, as shown above, an increase in the numbers of research managers has been seen over the timeframe. Confirmation that R&S training has been completed is asked for on our recruitment request form and our new learning management	

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						system will better enable monitoring.	
		A comprehensive review of recruitment data was undertaken for 2015-2019. As a result, anonymised sifting has been introduced to the recruitment process with a view to reduce unconscious bias. Impact to be reviewed after six months. In addition, the analysis showed that 69% of recruitment interview panels in 2018/19 had only white panel members. A number of staff who identify as being from a BME background are now being invited to volunteer to become Fair Recruitment Specialists who will sit on recruitment panels to assist with diverse representation, to be piloted from September 2020.	Improved proportions of candidates shortlisted by gender and ethnicity.	December 2020	DHR&OD EDI Adviser EB	We continue to monitor recruitment and selection data annually. Since introducing anonymised sifting, the disparity in success rate by ethnicity for PSS roles has equalised, meaning applicants for PSS roles are equally likely to be shortlisted for interview regardless of ethnic background. This is not yet the case for academic and research roles.	
			Increased diversity of panels so that all panels include at least 1 BME panellist from 2021.	Review June 2021	DHR&OD EDI Adviser EB	The Fair Recruitment Specialist Initiative was piloted between Nov 2020 – Nov 2021. In the first year since introducing this initiative, we have seen a 21% rise in the number of recruitment panels which include at least one panel member from a Black, Asian or	

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						minority ethnic background; in 2019/20 only 33% of panels were representative, in 2020/21, 54% of panels were representative. HR recruitment and selection policy and relevant forms have been updated to include the requirement to use a Fair Recruitment Specialist where recruitment panels are unrepresentative. Ongoing action for monitoring of mandatory training carried forward (ECI4/ECM1).	
EI1.3		Increase opportunities for research staff to be involved in the recruitment and selection of staff to projects. All research staff (including Post Docs and those on FTCs) encouraged to undertake training in R&S. Inclusion of ECRs in selection panels. Ensure Researchers with management responsibilities consider inclusion of Postdocs/lecturers/technicians on panels	Process evaluated and reported to RC. Aim for 5-10 PhDs to sign up per year and with UB training.	Annual Review July 2021	Institute Directors DHR&OD L&D EDI Adviser Head of the Graduate School	Fair recruitment specialist initiative includes ECRs if they wish to participate. Discussions took place with Head of Graduate school and DPRE about how to involve PhDs more actively in the recruitment of key	Complete.

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		where possible and appropriate. Ensure effective communication of this approach to RC, Institutes and Researchers with management responsibilities. PhDs are actively consulted in the recruitment and selection process of key research posts and should be encouraged to undertake EDI and Unconscious Bias training. Pilot face to face UB training with small group of PhDs, 2020 -2021.	Pilot evaluated and reported to RC.			research posts. As a result, candidates will be asked to make a presentation to university staff, including PhDs, who will provide feedback to the recruitment panel.	
EI2.1	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	Staff profile analysis review shows 60% of research assistant and fellows are on 1-3 year contracts. Improve the career development of all ECR groups, through opportunities to enhance their skill sets, experience and develop their careers. Track the career progression of senior Postdocs and Lecturers as part of the 3-year Athena SWAN Silver Action plan annually. For Researchers with management responsibilities to use PDRs annually and other one-to-ones quarterly to include discussions and support for career planning and career management with Postdocs at key points during their contract. The consultation has highlighted the different needs of junior and senior postdocs in terms of Personal Reviews	Undertaking analysis of career progression tracking, eg PDR feedback and movement in grant income. For staff to continue into employment in research either inside or outside of St George's, University of London. CROS 2019 shows research staff are encouraged to have career development plans. Increased from 49% to 53% in 2019 in line with the national benchmark of 53%. Further improvement over the next two years to	Annually May 2021	RC DPRE AS SAT Dean for CDI Institute Directors L&D	Covid has delayed ability to interrogate this data – will be part of Athena SWAN work in 2022/23 (forward action ECI2). CEDARS 2021 data indicated that the majority of SGUL respondents were positive about their line managers; 74% agreed line managers clearly articulate expectations with respect to roles, provide clear constructive feedback (74%), support development of research integrity (65%), support working towards promotion (65%),	Ongoing.

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		and career development. In response to this, we are seeking suggestions locally and centrally on how this could be improved. Encourage ECR representatives to be involved in agenda planning for the RC to enable opinions/suggestions/ issues from all research groups to be raised and discussed.	> 55% in CEDARS 2021. Feedback in the 2019 full staff survey demonstrated an increase to 56% (from 52% in 2016) in staff agreeing that PDRs are a forum to recognise individual's potential and contribution. Aim to increase to 60% in next staff survey.	March 2022	L&D	support career aspirations (79%). The majority felt their manager/supervisor encouraged them to engage in personal and career development activities (79%). In the pulse survey December 2021, 59% of staff responded positively to the question "I receive regular and constructive feedback on my work / how I am doing" (69% researchers). However, only 48% responded positively to the question "My PDR is a forum to recognise my potential and contribution" (41% researchers) New action around use of PDR process to discuss career development (EI3) carried forward.	

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EI2.2		Ensure inductions and support are the right fit centrally, at Research Institute level and locally. Review and update annually. Ensure induction programmes for new academic research staff aligns with their needs as they move into their new role. Following consultation ECR induction day was reinvigorated in 2018 and aimed at all Researchers. Induction to include health and safety (H&S) training specific to different research staff groups, key contacts and how to access support. Evaluate the effectiveness of the Induction Days annually. Consult research staff annually including feedback from Postdoc Forum, Lecturers Forum, Senior Lecturers group and new lecturers on how Induction can be improved at a local level in departments/units/institute. Continue to raise awareness of the Welcome Seminar, core compliance training and orientation sessions. Induction pages on website signpost key information for ECRs induction.	Track the career progression of ECRs for two years as part of this action plan and three years as part of the Athena SWAN Silver action plan. Improved feedback on induction being of use via end of probation meeting and as part of the PDR process. 11% of staff in CROS 2019 indicated cross institutional and departmental induction was of use. Aim that CEDARS 2021 data will indicate that induction at a university level/institute level and local to their role has improved to 25% in 2020 and 35% by 2021 in each of these areas.	May 2020 July 2021 June 2020 June 2021	DPRE Dean for CDI AS SAT Dean for CDI L&D Institute Directors H&S Institute Directors Dean for CDI DPRE Researchers with management responsibilities L&D	Covid has delayed ability to interrogate data – will be part of Athena SWAN work in 2022/23 (forward action ECI2). A Research Induction Task and Finish Group delivered a new induction resource pack titled 'Arrival and Survival Guide for Academic and Research Staff', approved by the Research Committee on 8th November 2021. It has been disseminated to users (December 2021) on St George's webpages CEDARS data: Out of 11 new starters, 8 found induction useful at Institution level (73%), Institute level 7 out of 11 and local level 8 out of 11. Annual updates of Arrival and Survival Guide an ongoing action alongside	Ongoing.

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						improved responses in CEDARS (EI2). The George's Academic Training team also offers "ResearchAware" training, which is relevant to staff involved in research, especially clinical academics https://www.sgul.ac.uk/study/professional-education/st-georges-academic-training/researchaware-skills-methods	
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	Pay Progression for Researchers. Pay working group, chaired by the Dean for EDI, was established and looks to ensure fairness across our pay structures and specifically to ensure appropriate targeted work to address any gender and ethnicity pay disparities. Review our Merit Awards (bonus for exceptional contribution) as part of a wider review of recognition. Starting salaries were reviewed and a new policy introduced in December 2018 with the aim of standardising starting pay and preventing pay gaps from being perpetuated on appointment.	Decreasing the gender and ethnicity pay gaps from their current mean levels of 15.5% and 15.6% respectively and median levels of 10.5% and 12.7% respectively. At this point no specific target for the decrease has been determined due to complexities with the data (eg the impact of NHS pay scales which are not in the university's control)	Annual reporting June 2021 (delayed due to Covid-19 which has resulted in the merit award round being suspended for 2020)	Pay Working Group RRC AS SAT EB DPIA DHR&OD	Budget constraints as a result of the pandemic and ongoing uncertainties in HE have limited the extent to which additional reward has been possible since the last review and led to merit awards not being offered. However, any requests for discretionary pay awards or additional payments are reviewed and must be agreed by Resourcing	Complete.

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		See also actions under ECI2 and EI1	but aiming for a gradual decline			Review Committee in order to ensure consistency across the University. Pay Gap Report 2021 available on website outlining issues and actions. These are be covered by the relevant EDI groups, (Athena SWAN SAT and Race Equality Action and Engagement Group), in keeping with our goal to embed our wider EDI work. As a result, the Pay Working Group was disbanded in December 2021.	
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	See action ECI4 and ECI2.3				CEDARS 2021 showed that 48% of respondents would like training in project management, 46% in managing others and 37% in managing staff performance. This training is available which suggests a lack of awareness.	Complete.

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						With the launch of new PDR in October 2020 we have offered PDR training for all line managers both professional services and academics. We now offer this PDR training annually alongside the PDR window January – March Project Management training also offered annually 2020 – 9 staff 2021 – 7 staff New action to increase awareness of all leadership and management/ project management training offered annually and highlight more regularly with research stakeholder groups following CEDARS feedback (EI4, PCDI3 & PCDR3).	
EI5.1	Ensure that excellent people management is championed throughout the	Effective and timely PDRs for research staff, recognising different development needs for Postdocs and Lecturers. PDR satisfaction rates are between 50% and 70% (based on Staff Survey or PIRLS and	Increased satisfaction rates with PDRs in Full Staff survey and CROS and PIRLS.			CEDARS 2021 the majority of respondents had had a PDR in last two years (90%), with	Complete.

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	organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation	CROS). Feedback in Pulse Focus group October/November 2017 highlighted that staff felt that there was an inconsistent approach to PDRs across St George's, University of London. Improved use of PDR to facilitate professional and personal development of research staff. PDR topics to include workload, expectations, achievements, work-life balance, career development, future aspirations, mentoring and readiness for promotion. A review of the PDR system/process (Jan 2019 – September 2020). To include consideration of different processes and development needs for Postdocs, Lecturers and Technicians and implementation of new PDR system. Task and Finish group, including researcher and research technician representation, created to take this work forward. The aim is to strengthen the PDR process to improve consistency and timeliness. Improve understanding of expectations of PDRs by both reviewers and reviewees. Ensure focus on development and promotion, career aspirations, and addition of EDI objectives for senior leaders. Revised PDR form, guidance tailored to Postdocs, ECRs and more senior	Feedback in 2019 full staff survey demonstrated an increase to 56% (from 52% in 2016) in staff agreeing that PDRs are a forum to recognise individual's potential and contribution. Aim to increase to 60% in next staff survey. 68% of PIs rate the PDR as useful. High percentage, 94% (CROS 2019) have participated in having a PDR, national benchmark 72%. Only 45% would rate them as useful. Aim to increase to at least 50% in CEDARS 2020. New PDR system implemented Ability to specify different staff groups within staff survey.	September 2020 May 2021 / March 2022	DHR&OD L&D L&D	62% finding it useful or very useful (CRO & PIRLS 2019 45%, 70%) However, in the pulse survey December 2021, only 48% responded positively to the question "My PDR is a forum to recognise my potential and contribution" (41% researchers). New action to use PDR process for career conversations (EI3) demonstrated by improved CEDARS and staff survey outcomes. CEDARS 2021, of those staff with line management /supervision responsibilities (n=49), the majority were confident in their ability to manage appraisal processes effectively (84%), provide effective feedback (96%) and	

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		researchers, training for reviewers and reviewees. 45% (PIRLS 2019) of PIs would benefit from more support in providing research staff with advice on the range of career opportunities. Training for line managers in undertaking PDRs and development of career coaching skills. Engage Researchers with management responsibilities to attend new Manager as Coach programme to support career coaching skills in 2020/2021 or to become a mentor on the PhD/Postdoc mentoring pilot. Increase number of cross institutional career coaches (currently 8, 4 who are research staff including lecturers, SL and one PI) to offer more support to research staff at career transition points.	Maintain positive feedback that 85% of PIs saying they are confident in conducting PDRs (83% in PIRLS 2019). Recruit at least 15 PIs and research managers to attend coaching training or become a mentor in 2020. Review pilots and increase numbers.	May 2021 June 2021	L&D L&D	acknowledge good performance (98%). We have offered Manager as Coach programme annually Manager as Coach 2020 – 13 staff Manager as Coach 2021 – 11 staff Manager as Coach 2022 - 17 staff, 17% research/research operations, 41% academics.	
EI5.2		For Research Institutes to improve their approaches to talent development and succession planning aligning this better with the PDR process. University academic promotion application is advertised annually. Focused support for researchers at different career points and identification of organisational barriers. Annual promotion workshops now take place (since 2018), which include reflections from successful applicants	A more EDI balanced distribution of academics along the pipeline. Staff promotions and progression analysed by contract status, gender, age and ethnicity to identify any patterns of under/over-representation. Equality analysis	Annually following promotion round.	EDI Adviser RRC RC AS SAT Dean for CDI	Annual reporting of recruitment and promotion undertaken by EDI Adviser. 2021 analysis showed that 60% of applications for promotion via the Research route were successful (67% of those applying for senior lecturer).	Complete.

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		from the previous round. In addition, promotion mentors (successful candidates from the previous round) are made available to individuals intending to apply in the current promotion round.	reported to AS SAT and DISG. Increase promotion applications from under- represented staff groups in all Research Institutes. Feedback from research staff in CROS 2019 indicates our staff feel supported with promotion and progression as positive increase to 50% (34%, CROS 2017, CROS 2019 national benchmark is 32%). Aim for promotion and progression >50% in CEDARS 2021. In the 2019 staff survey 42% of staff agreed or strongly agreed with the statement “My career development aspirations are being supported”, up from 31% for a similar question in 2016 and 35% in 2018. Aim to increase to 50% or	May 2021 March 2022		CEDARS 2021: The majority of respondents felt the promotion process was clear (62%), equitable (57%) and made on merit (58%). 65% agreed that their line manager supports working towards promotion and 79% that supports career aspirations. Ongoing action regarding PDR discussions in order to recognise and discuss contribution and promotion (EI3).	

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			more for next staff survey.				
EI6.1	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	Gender differentials in fixed term contracts. Investigate gender differentials in the proportions of men and women on fixed-term contracts. 2018-19 staff data shows that among research assistants and research fellows, women researchers are more likely to be on permanent contracts (F10% vs M5%) and there is no gender difference for all staff or academic staff. However, within the individual academic institutes, women are still more likely to be on fixed-term contracts (using all staff data).	More even balance by EDI characteristics on fixed-term contracts, <5% difference for women vs men.	Annually, to be reviewed by RRC	EDI Adviser RRC RC AS SAT Dean for CDI	Budget uncertainties around funding as a result of Covid have made it difficult to utilise open ended contracts more widely. Snapshot data in 2021 shows that 92% of research staff and 34% of research support staff are on fixed term contracts. Research staff are 63% female. Ongoing action around analysis of staff on fixed term contracts (EI6).	Ongoing.
EI6.2		Improve our support of research staff on FTC. HR now (since 2019) send regular reports on FTC end dates to Institutes and automatic reminders are sent to individual managers via the HR system. Proactive action is to be undertaken 6 months before the end of contract to consider alternative sourcing, if the role should	SGUL CROS 2019 indicated 50% of research staff feeling they are supported with opportunities for promotion and progression (CROS national benchmark is 32%).	Annual monitoring	Institute Directors HRBPs	CEDARS 2021 61% felt they were treated fairly with opportunities for promotion and progression.	Complete.

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		transfer to permanent position, or other options for employee.					
		In the past two years, a high percentage of those supported with bridging funds go onto receive further research funding (up to 75%) and employment at St George's (>60%). Bridging Fund utilised to retain key research staff before securing further funding in the near future	Continue success in using the bridging fund scheme over the next two years to support FTC researchers to apply for further funding and extend their employment at St George's (>60%).	Annual monitoring	JRES RC	Two researchers have been provided with bridging funds in 2022. Two Translational Fellowships were made available (with external funding) in 2021 - the successful candidates are starting in 2022. This allows for post-docs (ordinarily on FTC) to establish an independent programme of research and facilitate progression to an academic position.	
		Advice on grant writing and grant applications provided. Signposting of external training on clinical research governance and delivery. Workshops on grant writing for academics and Postdocs. Improved PDRs and ensuring career coaching conversations are part of this process, to discuss opportunities regarding career management. Workshops on writing Postdoc fellowship: an important step for progression.					
		Reviewing policy/guidance on the management of FTCs to ensure clarity for all involved, particularly research assistants and fellows, and encouragement of permanency or renewal where possible. To be agreed with unions		September 2020	DHR&OD	New guidance on managing fixed-term contracts agreed with unions and published September 2020. Includes increased emphasis on considering	

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		In the 2019 staff survey 42% of staff agreed or strongly agreed with the statement “My career development aspirations are being supported”, up from 31% for a similar question in 2016 and 35% in 2018. In addition, one individual commented “Management do their upmost to keep staff with short term contracts in post” in response to the question “What is the best thing about working for St George’s?”.				permanency in the first instance.	
EI6.3		The University offers bridging funding for FTC for Postdocs who are likely to gain further funding. Providing flexible and reactive support to junior investigators and strategic funding for research to underpin future fellowship/research grant proposals. A review of funding schemes, including bridging funds for researchers was undertaken in September 2019 and these were advertised more widely. JRES are responsible for the process for applying for bridging funding and ongoing monitoring, reported to RC for oversight.	Annual review of funding.	Annually	RSG RC JRES	Funding reviewed by JRES and Dean for EDI each year. Two researchers have been provided with bridging funds in 2022. The stage of career and diversity profiles of the applicants were noted. Ongoing action regarding annual monitoring of bridging funding (EI6).	Ongoing.
EI7	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to	Representation of research staff and PhD students on relevant/applicable university committees and more widely across the university. The establishment of the Lecturers’ Forum, Senior Lecturers ‘group’, Public Engagement Champions and the already established Postdoc forum, PhD reps and	For all research staff groups to feel their views are represented CROS data 2019 shows that 72% of staff feel their views are represented at institute level and	May 2021	L&D DPRE	All staff groups now represented on relevant committees, including students, PhDs, Post-Docs, ECRs. CEDARS 2021, the majority of respondents felt that	Ongoing.

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	engage with relevant organisational policy and decision-making	research technician reps is enabling these representatives to be involved in agenda planning for the RC to enable opinions/suggestions/ issues from all research groups to be raised and discussed. The staff-student liaison group for Post Graduate students meet regularly, enabling timely responses and development of best practice. Since the last action plan, ECR reps (particularly Postdocs) are now appointed to central university committees, eg Senate, RC, REF Steering Executive and AS SAT.	university wide. CEDARS results over the next two-years 2020 and 2021 reflects improved representation in feedback indicating 75% of research staff feel they have opportunities to participate in decision-making processes eg through membership of Committees/working groups.			the institution treats them fairly regarding participating in decision-making process (81%).	
		St George's, University of London Research Day was broadened in 2019 to promote Researchers at all levels, with oral presentations and posters from PhD students, Postdocs, Lecturers and more senior academics. Prizes were also offered, as well as five Research Awards: • Outstanding Research Publication • Postdoctoral Research Scientist Award • Excellence in Public/Civil Engagement in Research • Outstanding Research Achievement by a University Lecturer	First renewed Research Day took place on 3 December 2019.	Annually	DPRE	Strong engagement with Research Day. See ECR5 for data. Research Day 2 Dec 2020 delivered remotely and Research Day Dec 2021 was a hybrid event due to Covid. Research Day 2022 to be held onsite and remotely. Ongoing action to review staff engagement and feedback with	

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		• Outstanding Research Achievement by a University Senior Lecturer.				Research Day (ECR1 & ECR5).	
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	Not applicable to St George's, University of London	X	X	X	X	X
EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security	Not applicable to St George's, University of London	X	X	X	X	X
EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and	Not applicable to St George's, University of London	X	X	X	X	X

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Progress update / Outcome / result
	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	Not applicable to St George's, University of London	X	X	X	X	X
Managers of researchers must:							
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	See actions ECI4, ECI2.3 and EI4.				Feedback from CEDARS 2021 indicates that, of those staff with line management/ supervision responsibilities (n=49), the majority were confident in their ability to use inclusive, equitable and transparent recruitment process (96%), actively support their researchers towards career aspirations (90%), respond to issues relating to	Complete.

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Progress update / Outcome / result
						health and wellbeing (80%), respond to any issues relating to bullying and harassment (75%) and manage requests for flexible working appropriately (84%). New action related to staff awareness of career development opportunities (EI4, PCDI3, PCDR3 & PCDI5).	
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	See action ECI2.1				Ongoing action to increase awareness of Research Integrity Code of Practice and Research Ethics (ECI5/ECM2).	Ongoing.
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and	See action EI1.1 Continue to strengthen our recruitment and promotion processes to ensure fairness and transparency. As a signatory of DORA (2019), St George's, University of London will provide guidance about the criteria used				Guidance on DORA has been added to the academic promotions guidance document and DORA is referenced in job descriptions.	Complete.

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Progress update / Outcome / result
	reward of researchers	for hiring, tenure, and promotion decisions.					
EM4	Actively engage in regular constructive performance management with their researchers	See actions EM1, ECI5.1 and EI5.1 Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation	ECI5.1			See progress and outcomes EM1, EC15.1 and EI1.5. Ongoing action regarding PDR discussions in order to recognise and discuss contribution and promotion (EI3).	Ongoing.
EM5	Engage with opportunities to contribute to relevant policy development within their institution	See actions EI7 relating to committee membership and ECI6.3 regarding staff consultation.				Ongoing monitoring of committee membership and participation in surveys carried forward (ECR1).	Complete.
Researchers must:							
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	See action ECI2.1				Ongoing action to increase awareness of Research Integrity Code of Practice and Research Ethics (ECI5/ECM2).	Ongoing.
ER2	Understand their reporting obligations and responsibilities	See action EI3 and ECR4.				Ongoing action to increase awareness of relevant	Ongoing.

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Progress update / Outcome / result
						procedures amongst staff (ECI3).	
ER3	Positively engage with performance management discussions and reviews with their managers	See actions EM1, ECI5.1, EI5.1 and EM4.				Ongoing action regarding PDR discussions in order to recognise and discuss contribution and promotion (EI3).	Ongoing.
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	See actions EI7 and EM5 relating to committee membership and ECI6.3 regarding staff consultation.				All staff groups now represented on relevant committees, including students, PhDs, Postdocs, ECRs. Regular staff consultation, including use of surveys now in place.	Complete.
Professional and Career Development							
Institutions must:							
PCDI1.1	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	Variations in access to opportunities for development. Staff development funds are available at an Institute level. Staff and PhDs are encouraged to apply for funding to attend conferences, scientific meetings or training courses which are relevant to their personal development and career progression. The application form links to PDR agreed objectives to the proposed activity and for PhD in their Graduate	Annual review of funding. In the 2019 staff survey 42% of staff agreed or strongly agreed with the statement “My career development aspirations are being supported”, up from 31% for a similar question in 2016 and	Annually March 2022	RC L&D DHR&OD	Research Institute Directors review their institutional development funds annually. The staff survey question has not been asked since 2019 but in CEDARS 2021, 76% felt the institution treats them fairly regarding	Ongoing.

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Progress update / Outcome / result
	researchers will pursue careers across a wide range of employment sectors	Skills Analysis form Uptake varies across the Institutes. Non-professorial research staff are able to apply for St George's, University of London Wellcome Trust Institutional Strategic Support Fund to support development opportunities. The funding is aimed at those individuals with complex working patterns or personal circumstances, eg returners from maternity/parental/adoption leave, and is used to finance something that would facilitate attendance at the developmental event, such as childcare or carer costs. Details of the fund are available on the website and have been advertised in the staff newsletter. The staff development offer has been enhanced but increased take up by ECRs to be encouraged, eg with regard to leadership development opportunities. Ongoing advertising of in house and external training courses and career events. Develop a system to record and monitor 10 days professional development per year, eg through recording on the Career & Development section of the HR system.	35% in 2018. Aim to increase to 50% or more for next staff survey. In the 2019 full staff survey 51% of staff agreed/strongly agreed that "I have the right opportunities to learn and grow at work", similar to 2016 (50%). Aim to increase to 60% for next staff survey. Improved feedback from Postdocs through the Postdoc Forum and focus groups, in addition to role breakdown in surveys. Monitoring of 10 days professional development activity at departmental and organisational level. Move to more staff reporting a minimum of at least 5 days by 2021 and continue to review.			access to training and development opportunities. The new PDR form specifically asks the question of how many days of Continuous Professional Development (CPD) has been undertaken in the past year, with this data then made available to Institute Directors. Ongoing action to use PDR process to discuss career development and fully utilise institute training funds (PCDI1).	

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Progress update / Outcome / result
PCDI1.2		Provision of, and signposting to, a range of courses and programmes to enable our research active staff to develop transferable skills and enhance their career development and progression in a diverse, mobile global research environment. A review of the central learning and development offer has been undertaken and an annual development offer is planned and circulated. Align development against St George's, University of London's strategic plan/Operational plan and Vitae's RDF to support improvement and ensure gaps are minimised. Ensure visibility and accessibility of St George's, central training offer, including via regular communications and a development calendar available on the website. Consider improved alignment for cross-institute approach to training opportunities. Consult with researchers over training needs and offer available. Develop and offer a range of courses and skills development and advice/signpost on training possibilities for research staff, delivered through the central L&D offer, CIDE, cross university seminar programme, annual careers events, JRES and institute training opportunities, in	Central and institute programmes updated to reflect recommendations within budgetary allocations. CEDARS 2021 indicates at least 85% of research staff feel they are treated fairly with regards to access to training and development opportunities Monitor provision and up-take on courses, including number of development days, number of researchers per grade/per institute engaging with provision. Review yearly. CROS 2019 indicates 84% of staff have been able to teach/lecture, up significantly from 28% in CROS 2017.	Annually Annually Annually	L&D Dean for CDI Institute Directors L&D Individual Research Institutes CIDE Individual Research Institutes JRES Dean for CDI	Annual central staff development offer is advertised annually to meet organisational needs. In CEDARS 2021 the majority of respondents agree or strongly agree that the institution treats them fairly regarding access to training and development opportunities (76% - CROS &PIRLS 94%, 86%) and for funding to attend conferences (70%). CEDARS 2021 the majority of respondents felt the institution values their contributions regarding teaching and lecturing (69%). The pandemic impacted research funds and increasing research income remains a strategic priority.	Ongoing.

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Progress update / Outcome / result
		order to stay competitive in both internal and external job markets. Supporting research staff to be more successful in winning research grants. To include mentorship for grant applications. Bioinformatics drop-in sessions are offered to researchers following feedback in CROS 2013. St George's also offers the GAT programme (St George's Academic Training) for Clinical Academics. This offers opportunities for clinicians to develop research skills and includes a foundation programme (Academic Clinical Fellowships), Academic Clinical Fellowships and Clinical Lectureships.	Enable accurate application data to be compiled annually. Increase research income by 40% by 2022 (two-year milestone May 2020).	Annual monitoring	JRES	Ongoing action to increase awareness of career development offer amongst researchers (PCDI4).	
PCDI1.3		Improve availability and clarity of mentoring offer for researcher staff throughout their careers. All staff have access to mentoring either through the central offer or in their Institutes. Following ongoing consultation and feedback already received, further promote mentoring opportunities for research staff at different career points. Pilot a broader mentoring offer to include: • All new Lecturers to have access to a mentor. • Pilot of developmental mentoring, where a PhD student or Postdoc can work together with a mentor (a lecturer/senior lecturer) to create solutions and explore actions for successful career progression	Feedback indicates the range of research staff groups feel supported with mentoring as part of their development /CPD. Monitor feedback from PhD/Postdoc mentoring pilot first cohort 10-15 mentors and mentees (March 2021) and establish this as an annual mentoring programme.	December 2020	RC L&D Dean for CDI DPRE	PhD/Postdoc mentoring pilot 11 Lecturers/Senior Lecturers recruited as mentors, 9 PhDs/Postdocs recruited. 6 mentoring partnerships set up. Feedback very positive from both mentors and mentees following review of pilot in October 2021. PhD/Postdoc mentoring	Complete.

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Progress update / Outcome / result
		and professional development, in or beyond academia. • Pilot further engagement with external mentoring opportunities for research staff at lecturer level and above. Evaluate impact of mentoring offered annually at a university and institute level	Monitor career progression of pilot group of PhD and Postdoc mentees and future cohorts.	Annually	L&D	programme to be set up to run and be monitored annually (forward action PCDI3).	
PCDI1.4		Further training for mentors. Staff feedback suggest mentors would welcome further training. Review current mentoring offer enabling all stakeholders to have clear guidance, expectations and to support career progression of researchers at different points in their careers. Communicate positive stories of mentoring for researchers. Training and guidance for mentors and mentees offered yearly. Ensure continuity of new lecturer scientific mentor pairing in each Institute. Standard job descriptions amended in 2019 to highlight expected involvement in mentoring/coaching for research staff at St George's, University of London.	Monitor partnership rates in updated mentoring scheme increasing to 15 formal mentoring partnerships per year. Increasing make up and diversity of mentor pool. Mentors and mentees span the entire research pipeline from ECRs to Professors. Feedback from mentees identifies updated scheme has supported them in their personal and professional development.	Annually Annually Annually	RC AS SAT L&D Research Institutes L&D Institute Directors	See PCDI1.3. Managing L&D during the pandemic has led to less progress with mentoring partnerships than desired. Expectation to be involved in mentoring activities added to job descriptions. However, all 2020/21 and 2021/22 Aurora participants offered mentoring, with positive feedback received. Ongoing action to develop mentoring scheme (PCDI.3).	Ongoing.
PCDI1.5		Ensure research staff involved in teaching and learning and those who want to prepare for academic practice have access to relevant development opportunities. Research staff involved in teaching now have access to a new flexible provision of	Attendance at workshops and programmes by research staff increases on a yearly basis. Workshop and programme	Annually	L&D Institute Directors	The current system makes data monitoring difficult meaning full attendance numbers are not available. This will be improved with	Ongoing.

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Progress update / Outcome / result
		workshops and short courses for professional development in teaching and learning delivered by CIDE within IMBE. The offer includes: • CPD Scheme administered and accredited by CIDE in association (for some elements) with St George's, University of London Professional Education Centre (PEC) • PGCert Healthcare & Biomedical Education (PGCert HBE) • St George's Health in Education (SHINE Fellowship CPD Route) Continue to ensure research staff are signposted to appropriate development courses, programmes and events eg Education Day. Teaching development is discussed as part of the PDR process as appropriate to research staffs' career plans and future job roles. Researchers should be encouraged to seek HEA accreditation. Clear expectations set regarding the level of teaching qualification expected of researchers involved in teaching.	attendance is reported yearly. Increase in accreditation applications to AdvanceHE (formally HEA) between Sept 2018 and Sept 2020. Clearly signposted as part of the discussion in the new PDR form and guidance launching in September 2020.	Annually Oct 2020		the new learning management system introduced in July. However, some attendance improvements have been seen, for example Aurora (see ECI2.3), research ethics and research integrity (see ECI5.1), talk & transform workshops (see ECM1), R&S training (see EI1.2) and manager as coach (see EI4). Also, In CEDARS 2021 the majority of respondents agree or strongly agree that the institution treats them fairly regarding access to training and development opportunities (76% - CROS &PIRLS 94%, 86%) and for funding to attend conferences (70%). New action to increase awareness of all leadership and management/	

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Progress update / Outcome / result
						project management training offered annually and highlight more regularly with research stakeholder groups following CEDARS feedback (EI4, PCDI3 & PCDR3). PGCertHE leading to FHEA varied over the period but increased in total - 6 in 2019, 4 in 2020 and 7 in 2021. New PDR process and form specifically asks about teaching to prompt discussions. Ongoing action regarding PDR discussions in order to recognise and discuss contribution, development and promotion (EI3).	
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career	Provide support through the PDR and promotion of Vitae's RDF tool to support research staff's focus and Researchers with management responsibilities focus on career development and career planning.	Increased knowledge and understanding by researchers of career pathways and RDF awareness. Increase RDF	May 2021	DPRE Dean for CDI	See ECI1 re Vitae workshop. Ongoing action regarding awareness of Concordat (ECI1)	Ongoing.

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Progress update / Outcome / result
	development reviews with their researchers	ECRs should be encouraged to engage with Vitae's RDF as a tool for considering future skills needs and requirements relating to career planning. Discussions to be included as part of PDR conversations, or in one to ones, or with mentors. Guidance on the RDF to be outlined in new PDR guidance and in reviewer training for researchers (line managers) and reviewee training. Ensure the RDF is easily accessible and signposted on St George's, University of London webpages. University and cross institute offer of speaker programme for research staff including: • Alternative career paths • 'How I got to where I did …' • Applying for academic posts	awareness in CROS to 30% (from 22% in both 2017 and 2019).	September 2020	Researchers with management responsibilities L&D	and PDR discussions in order to recognise and discuss contribution and promotion (EI3).	
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	See PCD12 - Provide support through the PDR and promotion of Vitae's RDF tool to support research staff's focus and Researchers with management responsibilities focus on career development and career planning.				See PCD12 above.	Ongoing.
PCDI4 .1	Provide researchers with opportunities, and time, to develop their research identity and	Taking on feedback from CROS 2017 and consultation with academics and technicians through the Pulse Focus groups in October/November 2017. Centrally St George's, University of London now offers:	Minimum 5 places funded annually PIRLS feedback continues to indicate that 75% or more of staff are satisfied	Annually May 2021	L&D RC L&D	See PCDI1.2 5 staff attended Aurora 2020/21. 17 staff applied for Aurora 2021/22 35% were research staff, 8	Ongoing.

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Progress update / Outcome / result
	broader leadership skills	• Places on the Aurora Leadership programme; • HR for Managers Programme offering information, advice and guidance on performance management essentials offered termly by HRBPs; • Performance management training for managers and senior leadership team by employment lawyer; • Online and face-to-face EDI training; • Central programme offer including additional leadership and management workshops; • Career coaching skills training for staff with line management responsibility eg PIs to support delivery of effective PDRs; •Annual leadership development programme; • Resources around researcher career development, information and research opportunities signposted on webpages. • Mentoring (further details given in 3.1.3). As well as centrally provided programmes, role-specific training eg research technical training and academic development sits with the Institutes and individual line managers who are accountable for providing training and support for their staff. Staff experts are also encouraged to develop and provide workshops on new technologies for research staff across the institutes eg bioinformatics. Both in-house training and external opportunities (funded through institute staff development funds) are	with access to training opportunities (in PIRLS 2019 86% of PIs and research leaders were satisfied with access to staff training opportunities). CEDARS 2021 indicates >75% of staff who conduct research and/or manage researchers are satisfied with access to staff training opportunities. In the 2019 staff survey 42% of staff agreed or strongly agreed with the statement “My career development aspirations are being supported”, up from 31% for a similar question in 2016 and 35% in 2018. Aim to increase to 50% or more for next staff survey. In the 2019 full staff survey 51% of staff	March 2022 March 2022	L&D Research Institutes RC L&D	Staff attending Aurora 2021/22 (38% research staff, 38% Academics). Also 8 attended 2019/20 Ongoing action to increase awareness of career development offer amongst researchers (PCDI4).	

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Progress update / Outcome / result
		recognised as an important staff provision to meet the needs of the range of researchers in their discipline.	agreed/strongly agreed that "I have the right opportunities to learn and grow at work", similar to 2016 (50%). Aim to increase to 60% for next staff survey.		Dean for CDI Institute Directors DPRE		
PCDI4 .2		Accessibility of leadership training and development for researchers at different points in their careers. We aim to review and strengthen leadership development, as part of the L&D offer. Ensuring line managers are supported with people and performance management skills. PIRLS 2019 indicated 54% of staff would benefit from more support and training in this area. A pilot programme, including training on inclusive leadership being undertaken.	Commitment to provide talent development and Leadership and management courses/programmes as part of our central development offer annually. Reviewed and updated annually to ensure strategic and operational alignment. CEDARS 2021 indicates >55% of staff have completed leadership training and development.	Annually	L&D	See EI1.2 and PCDI1.2 Ongoing action to increase awareness of career development offer amongst researchers (EI4, PCDI3, PCDI4).	Ongoing.
PCDI4 .3		Further develop and improve the qualities of the research application process at St George's, University of London supporting research staff to win more research grants.	JRES working with Institutes will conduct audits of grants held and relevant research funding opportunities.	September 2020	Head of Research Funding	JRES' Enterprise and Innovation Teamwork with researchers to identify translational industry calls and support preparation	Complete.

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Progress update / Outcome / result
		Develop and improve research proposals for industry - St George's, University of London research collaborations. Identify, develop and support research leaders to lead on new research initiatives and funding applications. JRES to provide a comprehensive service supporting grant application, ensuring robust and advantageous costing along with broader grant application support. JRES' Research funding team to work with researchers, identifying opportunities, and encouraging targeted applications and involved with induction to advertise their service. JRES' Enterprise and Innovation Team to work with researchers to identify translational industry calls and support preparation and negotiation of proposals. JRES to provide additional training for PIs on funding and support for research before end of grant contracts, including ECR training around writing bigger grants. PIs to share knowledge and experience around grant writing. This is happening in some Institutes but needs to be a university wide approach. Support St George's, University of London Wellcome Trust Institutional Strategic Support Fund which offers regular calls on	JRES working with Institutes will conduct audits of industry-funded or industry-St George's, University of London research collaborations.		Head of Enterprise & Innovation JRES	and negotiation of proposals. New movements – "Open for Business" build up from 3 pillars 1. Partner with the local community 2. Supporting SME partners 3. Building innovation capacity Launched in February 2022. Forward action to increase industry links to support researcher career development (PCDI5).	

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Progress update / Outcome / result
		researchers to apply for funding for pilot projects.					
PCDI4.4		Pilot research project funding to fund ECR research projects, eg Wellcome Trust Institutional Strategic Support Fund, but uptake varies across the Institutes. Review St George's, University of London/Institute funding schemes, including for supporting pilot research projects. Advertise availability more widely.	Annual review of funding.	Annually	RSG RC	See EI6.3. Ongoing action to monitor funding (EI6).	Ongoing.
PCDI5.1	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this	Provision of a range of courses and programmes to enable research-active staff to develop transferable skills and enhance their career development and progression in a diverse, mobile global research environment. Some academic roles are rotated or appointed for a fixed period. Deans and Associate Deans are appointed for fixed periods, usually 3 years. There has been an increase in the number of rotational roles attracting a responsibility allowance, for example as Head of Section within an Institute. Over the review period (2018-2020), 6 new Associate Dean roles have been created and 17 Head of Centre/Section roles, of which 4 are Head of Research Centre roles.	Continue to retain and report on rotational roles 2020 - 2021	December 2020	RC RSG Dean for CDI WP team	Annual report is produced for the Resource Review Committee on rotational roles and role-holders. See PCDI4.3. Ongoing action to increase awareness of career development activities and develop industry links (PCDI5).	Ongoing.

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Progress update / Outcome / result
		Develop industry links, including to develop researchers for careers outside higher education, if appropriate. Build networks and partnerships with local and London-wide employers. Capture data about where researchers are moving to on leaving. Further develop our collaboration with St George's University Hospital NHS Foundation Trust, with other local healthcare providers, research institutions locally and nationally. To allow research staff to identify and engage with employment opportunities	Increased industry links, obtained via Institute contacts, alumni and widening participation initiatives.	December 2021			
PCDI5.2		Greater recognition and acceptance that researchers may leave for jobs outside academia. Offer increased career coaching for researchers, including as part of PDR conversations. Career coaching training is being offered to Researchers with management responsibilities as part of the central development offer. Investigate industry led career fairs opportunities, including potential inhouse fair.	Career conversations as part of PDR. Review exit data annually to determine where leavers move to.	Annually Annually	L&D Institute Directors HRSIO DHR&OD	New PDR process and form specifically asks about career development in order to prompt discussions. Leavers data now reviewed annually. Limited data on where leavers move to is available but data on reasons for leaving are considered. While were not able to offer career coaching workshops, instead we have	Ongoing.

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Progress update / Outcome / result
						offered Manager as Coach programme annually Manager as Coach 2020 – 13 staff Manager as Coach 2021 – 11 staff Manager as Coach 2022 - 17 staff, 17% research/research operations, 41% academics. Ongoing action regarding PDR discussions in order to recognise and discuss contribution, career development and promotion (EI3). Will look to incorporate career coaching as an additional module into the Manager as Coach offer for 2023 and future programmes.	
PCDI6.1	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and	Produce an annual report RC, Executive Board and Council on HREIRA progress, including strategic objectives, measures of success, implementation plan and progress.	Production of Annual Report of key actions delivered each year and publication on HREIRA page on St George's website.	Annually at the end of each financial year	RC DPRE DHR&OD L&D HREiRA working group	2021 Annual Report available on website and presented to Council in May 2021. Ongoing action to monitor progress on action plan and PDR	Ongoing.

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Progress update / Outcome / result
	researcher career development reviews					completions rates (PCDI6). Annual report on progress shared with Research Committee, Executive Board and Council.	
PCDI6 .2		Monitor progress of action plan. Measure progress against this action plan quarterly and all data, outcomes and impact are recorded. Update actions as required.	Six-year review completed Consultation and feedback support refinement and development of this action plan.	Reviewed and updated every 6 months and reported to Research Committee. May 2022	RC L&D HREiRA working group CDI DHR&OD	8 year review completed. HREiR is a regular item on the RC agenda.	Complete.
Funders must:							
PCDF 1	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	Not applicable to St George's, University of London	X	X	X	X	X

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Progress update / Outcome / result
	development planning						
PCDF 2	Embed the Concordat Principles and researcher development into research assessment strategies and processes	Not applicable to St George's, University of London	X	X	X	X	X
PCDF 3	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	Not applicable to St George's, University of London	X	X	X	X	X
Managers of researchers must:							
PCDM 1	Engage in regular career development discussions with their researchers, including holding a career development	See PCDI5.2 - Effective and timely PDRs for research staff, recognising different development needs for Postdocs and Lecturers. Improved use of PDR to facilitate professional and personal development of research staff. PDR topics to include				New PDR process and form introduced in October 2020 for completion January-March and the same period each subsequent year. The new form specifically	Ongoing.

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Progress update / Outcome / result
	review at least annually	workload, expectations, achievements, work-life balance, career development, future aspirations, mentoring and readiness for promotion.				asks about career development in order to prompt discussions. Ongoing action regarding PDR discussions in order to recognise and discuss contribution, career development and promotion (EI3).	
PCDM 2	Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments	See PCDI1.3 Improve availability and clarity of mentoring offer for researcher staff throughout their careers. All staff have access to mentoring either through the central offer or in their Institutes.				See PCDI1.3.	Complete.
PCDM 3	Allocate a minimum of 10 days pro rata, per year, for their researchers to engage with professional development, supporting researchers to balance the					The PDR form specifically asks the question of how many days of Continuous Professional Development (CPD) has been undertaken in the past year, with this data then made available to Institute Directors.	Ongoing.

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Progress update / Outcome / result
	delivery of their research and their own professional development					Ongoing action to use PDR process to discuss career development and fully utilise institute training funds (PCDI1).	
PCDM 4	Identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours	See EI7 - Representation of research staff and PhD students on relevant/applicable university committees and more widely across the university. The establishment of the Lecturers' Forum, Senior Lecturers 'group', Public Engagement Champions and the already established Postdoc forum, PhD reps and research technician reps is enabling these representatives to be involved in agenda planning for the RC to enable opinions/suggestions/ issues from all research groups to be raised and discussed.				See EI7.	Complete.
PCDM 5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	See PCDI4.2 Accessibility of leadership training and development for researchers at different points in their careers. We aim to review and strengthen leadership development, as part of the L&D offer. Ensuring line managers are supported with people and performance management skills.				See EI1.2 and PCDI1.2. Ongoing action to increase awareness of career development offer amongst researchers (EI4, PCDI3, PCDI4).	Ongoing.

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Progress update / Outcome / result
Researchers must:							
PCDR 1	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	Self-driven CPD through learning and development opportunities, eg requests for courses and other skills development. Provide opportunities for ECRs to request development opportunities, eg through identification by Postdoc Forum. Central signposting from L&D and Research Institutes on how to set up self-defined training needs (eg minimum attendees required). Establishment of the PhD student Journal Club in 2019 by the PhD reps supports current and new students. The Journal Club's Canvas page shares examples of best practice, enabling all to have opportunities for peer to peer learning and development.	Uptake of self-defined development opportunities. Feedback via new PDR forms. Research staff feedback, including Postdoc Forum and PhD reps. In the 2019 full staff survey 51% of staff agreed/strongly agreed that "I have the right opportunities to learn and grow at work", similar to 2016 (50%). Aim to increase to 60% for next staff survey. Uptake of self-defined development opportunities. Feedback via Graduate School Skills Analysis: Personal Development Plan & Record.	Annually March 2022	ECRs L&D RC L&D	See PCDI1.1 Ongoing action to use PDR process to discuss career development and fully utilise institute training funds (PCDI1).	Ongoing.

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Progress update / Outcome / result
PCDR 2	Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments	See PCDI1.3 Improve availability and clarity of mentoring offer for researcher staff throughout their careers. All staff have access to mentoring either through the central offer or in their Institutes.				See PCDI1.3 and PCDI5.1. Ongoing action to develop mentoring scheme (PCDI3) and develop industry links (PCDI5).	Ongoing.
PCDR 3	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					New PDR form specifically asks about career development in order to prompt discussions and enables recording of experience and achievements.	Complete.
PCDR 4	Positively engage in career development reviews with their managers	See PCDI5.2 - Effective and timely PDRs for research staff, recognising different development needs for Postdocs and Lecturers. Improved use of PDR to facilitate professional and personal development of research staff. PDR topics to include workload, expectations, achievements, work-life balance, career development, future aspirations, mentoring and readiness for promotion.				See PCDI5.2. Ongoing action regarding PDR discussions in order to recognise and discuss contribution, career development and promotion (EI3).	Ongoing.

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Progress update / Outcome / result
PCDR 5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	No specific action identified in action plan.				Ongoing action regarding engagement with university activities (ECR1) and PDR discussions in order to recognise and discuss contribution, career development and promotion (EI3).	Ongoing.
PCDR 6	Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation	No specific action identified in action plan.				See PCDR6 above.	Ongoing.