The Concordat to Support the Career Development of Researchers
Six Year Review Action Plan May 2020 - May 2022

This action plan outlines the activities and actions that will support St George's, University London to be effective in supporting the development of all our research staff and the implementation of ***The Concordat to Support the Career Development of Researchers (September 2019).*** The action plan also supports St George's, University of London's submission for the six-year review of the HR Excellence in Research Award to Vitae. In line with Vitae guidance, this plan represents an update of our original plan and includes progress and new actions. However, the plan has also been amended to reflect the September 2019 Concordat to Support the Career Development of Researchers and the three core principles of the Concordat, as they relate to institutions. The original plan remains available on the St George's, University of London website.

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).

St George's, University of London Strategic Plan 2017 – 2022

Our Strategic Plan 2017-2022 includes a six-point Research Strategy that emphasises Excellence and Impact and aims to develop our early faculty and research staff. It aims to make the most of our research collaborations, especially links with St George's University Hospital NHS Foundation Trust and to enable staff to reach their full potential. 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.
- Develop our understanding of health through effective collaboration.

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

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

The Strategic Plan also outlines how we will contribute to facilitating excellence through our key people-related objectives by:

- Maximising the potential of our students and staff in a collaborative, inclusive and supportive community.
- Valuing and celebrating our diversity.
- Attracting, retaining and developing a talented and high-performing workforce with a shared sense of purpose.
- Building a culture that values ambition, expects accountability and recognises excellence.

St George's, University of London 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. In delivering this action plan St George's, University of London demonstrates its commitment to support, develop and enable researchers to progress professionally. When considering research staff as part of our action plan we include Research Assistants and Research Fellows who are usually, but not always, Post Docs, 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 Post Docs, 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.

For reference the numbers in the action plan below refer to the relevant criteria from ***The Concordat to Support the Career Development of Researchers (September 2019).***
1. **Environment and culture – excellent research requires a supportive and inclusive research culture.**
2. **Employment – researchers are recruited, employed and managed under conditions that recognise and value their contributions.**
3. **Professional and career development – professional and career development are integral to enabling researchers to develop their full potential.**

It is recognised that the third principle includes a requirement for institutions to "provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro-rate per year, recognising that researchers will pursue careers across a wider range of employment sectors". St George's, University of London takes the view that 10 days professional development would include the following activities:

- Meetings outside usual work requirements, eg membership of committees, working groups or task and finish groups.
- Meetings with mentor.
- Journal club.
- Seminars, workshops and symposiums - internal and external.
- Conferences.
- Training courses - internal and external.
- Public engagement activities.
- Recruitment activities, eg staff and student interviews.
- Team building events.
- Peer support.

Governance

The development of this plan was undertaken by a Working Group including representatives from PhD students, the Post Doc forum, Human Resources, Joint Research and Enterprise Service (JRES), Research Technicians and academics. The plan's implementation is overseen by Research Committee, Chaired by the Deputy Principal (Research & Enterprise).

The Research Committee has responsibility for research strategy and operations, including development of research staff, and has representation across the research Institutes and professional services, ECRs and PhD students. It is also responsible for overseeing the allocation of central research funds, eg bridging funding. Research Committee reports to Executive Board, who in turn report to Council.

Many of the actions within this action plan dovetail with university wide actions which form part of the Institutional Athena SWAN Silver Award action plan 2017-2021. These are overseen by the Athena SWAN SAT, led by the Deputy Principal (Institutional Affairs) and Associate Dean for Culture, Development and Inclusion. The actions reflect our commitment to advancing gender equality and in particular a more inclusive community for staff at all stages of their career. For actions that are tailored for research staff and students, Athena SWAN SAT will work closely with the Deputy Principal (Research & Enterprise) to ensure effective implementation and integrated support for researchers.

It is recognised that the recent disruption caused by Covid-19 will likely impact our ability to meet some of our target deadlines. For example, face-to-face training has had to be put on hold or transferred to online delivery. We will review the impact of this over the course of the action plan and amend deadlines as required.

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	**PI**	Principal Investigator
PIRLS	Principal Investigators and Research Leaders Survey	**PDR**	Personal Development Review
PRES	Postgraduate Research Experience Survey	**RDF**	The Researcher Development Framework (the national framework from Vitae which describes the training researchers should receive)
RC	Research Committee	**RRC**	Resourcing Review Committee
RSG	Research Steering Group	**R&S**	Recruitment and Selection
SGREC	St. George's Research Ethics Committee	**SOP**	Standard Operating Procedures

ACTION PLAN

Principle 1	Environment and culture				
Excellent research requires a supportive and inclusive research culture					
Action number	**Area/Aspect for development**	**Key principles and actions**	**Success Measure**	**Completion date(s)**	**Responsibility**
Statement 1: Ensure all relevant staff are aware of the Concordat.					
1.1.1	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
Statement 2: Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.					
1.2.1	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 • Disability Confident Employer Equality analysis (EIA) process is redesigned and relaunched.	May 2022 December 2020 August 2020	AS SAT EDI Adviser EDI Adviser Associate Dean for CDI
1.2.2	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	Recruitment, promotion and career-advancement policies	September 2020	RC DPRE Institute Directors

		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.	and practices updated and developed. Academic Promotions 2020 round guidance updated	 December 2020 April 2020	REF Lead DORA working group DORA working group DHR&OD
1.2.3	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 host 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 *BMentor* programme, which it joined in 2018/19.	Ongoing participation success. Increase in applications for *Aurora* from more junior research grades as they were unrepresented in previous intakes. *BMentor programme feedback is positive.*	 September 2020 September 2020	L&D L&D L&D EDI Adviser

		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.	Increase access and participation in leadership and management development for those new to role and transitioning into new roles. CROS 2019 37% attended.	April 2020	L&D
1.2.4	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.	Analyse flexible working data annually for researchers, including by gender and contract type.	Annually	DHR&OD EDI Adviser Associate Dean for CDI
		Increase number of job share opportunities where operationally possible. Highlight successful job share examples via internal communication channels.	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.	March 2022	L&D DHR&OD
		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
		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",	Aim is to maintain these levels of satisfaction and continue to monitor through a range of feedback mechanisms.	December 2021	L&D DHR&OD

		which represented a significant increase from 2016 where a similar statement only received 53% of staff agreeing/strongly agreeing.			
1.2.5	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 survey.	December 2020 March 2022	EDI Adviser AS SAT Institute Directors L&D DHR&OD
1.2.6	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. All Researchers with management responsibility are aware of our reasonable adjustments' responsibilities and guidance. The reasonable adjustments guidance was updated in December 2019 with a	Encourage disclosure so that disability disclosure rates are increased (currently 4% disclosed disability) and "Prefer not to say" or "Unknown" are reduced (currently 5%).	December 2020	EDI Adviser Researchers with management responsibility

		view to making the process and support available clearer for all concerned.			

Statement 3: 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.

1.3.1	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
		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 Associate Dean for CDI

Statement 4: Ensure that managers of researchers are effectively trained in relation to equality, diversity and inclusion, wellbeing and mental health.

1.4.1	Supporting an equal and diverse workforce and environment and ensuring fair treatment for all.	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	Annual monitoring of mandatory training and review of take up of unconscious bias training. 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 Associate Dean for CDI EDI Adviser AS SAT EB

		resources in EDI workshops and in induction, where applicable.			

Statement 5: Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity.

1.5.1	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 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. The JRES is offering relevant training programmes for researchers to support this.	Measured by ongoing increases in percentage of staff who have a knowledge and understanding of the Concordat to support Research Integrity as shown in in CROS 2019- 47% up from 22% in 2017. Further increase aimed for CEDARS over the next two years > 50%.	May 2021	Head of Research Governance SGREC JRES Research staff with management responsibilities Institute Directors
		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	May 2020	Director for Research Operations

			required such as no laboratory gloves in the corridors.		
Statement 6: Regularly review and report on the quality of the research environment and culture, seeking feedback from researchers, and use the outcomes to improve institutional practices.					
1.6.1	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 Assistants) and PIs can be easily identified, in order to assist in determining effectiveness of action plan.	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
1.6.2	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.	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. Institutes to encourage participation in new CEDARS more actively. Aim to move completion rates to >45% over the next two years. As this a shorter more concise survey this will support us to achieve greater engagement.	May 2021	L&D Associate Dean for CDI DPRE Institute Directors

		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 and incorporated into this current action plan.	Actions incorporated into May 2020 – 2022 Action plan.	Sept 2020	L&D Associate Dean for CDI RC
1.6.3	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 >45% in the pulse survey. | Full staff survey results presented March 2020, with next full staff survey due by March 2022 | DHR&OD L&D EDI Adviser |
| 1.6.4 | 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. | 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

November 2020 | Scholarly Communications Group

The Library JRES |

		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.		Monthly	Researcher publishing outputs.
		Develop and promotes St George's Research Publications Policy.		Annual monitoring	The Library JRES
Principle 2 Employment **Researchers are recruited, employed and managed under conditions that recognise and value their contributions**					
Statement 1: Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.					
2.1.1	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 for hiring, tenure, and promotion decisions.	Researcher feedback via all researcher staff groups indicates the changing research assessment environment prompted by DORA has had a positive impact on researcher career progression pathways.	Monitor and report on progress and impact annually to RC.	RC Institute Directors DORA working group
		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		December 2020	

			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.		December 2020 Annually	
			Developing a process to monitor and report on progress.			
2.1.2		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 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.	All new staff who influence recruitment decisions have received applicable training either through our online training, Diversity in the Workplace and/or face to face training including Unconscious Bias.	December 2020	DHR&OD L&D EDI Adviser
			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.	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

		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.			
		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. Increased diversity of panels so that all panels include at least 1 BME panellist from 2021.	December 2020 Review June 2021	DHR&OD EDI Adviser EB DHR&OD EDI Adviser EB
2.1.3	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 Post Docs/lecturers/technicians on panels where possible and appropriate. Ensure effective communication of this	Process evaluated and reported to RC.	Annual Review	Institute Directors DHR&OD L&D EDI Adviser Head of the Graduate School

		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	Aim for 5-10 PhDs to sign up per year and with UB training. Pilot evaluated and reported to RC.	July 2021	

Statement 2: Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.

2.2.1	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 Post Docs 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 Post Docs at key points during their contract. The consultation has highlighted the different needs of junior and senior post docs in terms of Personal Reviews and career development. In response to this, we are seeking suggestions locally and centrally on how this could be improved.	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 > 55% in CEDARS 2021.	Annually May 2021	RC DPRE AS SAT Associate Dean for CDI Institute Directors L&D

		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.	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
2.2.2	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.	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.	May 2020	DPRE Associate Dean for CDI AS SAT
		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.	Improved feedback on induction being of use via end of probation meeting and as part of the PDR process.	July 2021	Associate Dean for CDI L&D Institute Directors H&S
		Consult research staff annually including feedback from Post Doc Forum, Lecturers Forum, Senior Lecturers group and new lecturers on how Induction can be improved at a local level in departments/units/institute.	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.	June 2020	Institute Directors Associate Dean for CDI DPRE Researchers with management responsibilities
		Continue to raise awareness of the Welcome Seminar, core compliance		September 2020	L&D

		training and orientation sessions. Induction pages on website signpost key information for ECRs induction.			

Statement 3: 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.

	See 1.2.2 and 2.1.1				
2.3.1	Pay Progression for Researchers.	Pay working group, chaired by the DPIA, 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) but aiming for a gradual decline.	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

Statement 4: Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.

	See 3.4.2 and 3.4.3.				

Statement 5: Ensure that excellent people management is championed throughout the organisation and embedded in institution culture, through annual appraisals, transparent promotion criteria and workload allocation.

2.5.1	Effective and timely PDRs for research staff, recognising different development needs for Post Docs and Lecturers. PDR satisfaction rates are between 50% and 70% (based on Staff Survey or PIRLS and CROS).	A review of the PDR system/process (Jan 2019 – September 2020). To include consideration of different processes and development needs for Post Docs, Lecturers and Technicians and implementation of new PDR	New PDR system implemented Increased satisfaction rates with PDRs in Full Staff survey and CROS and PIRLS. Feedback	September 2020 May 2021 / March 2022	DHR&OD L&D L&D

	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.	system. Task and Finish group, including researcher and research technician representation, created to take this work forward. 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 Post Docs, ECRs and more senior 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/Post Doc mentoring pilot.	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. Hi 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. Ability to specify different staff groups within staff survey. 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	

		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.			
2.5.2	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 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.	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 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.	Annually following promotion round. May 2021	RC DISG HRSIO HRBPs EDI Adviser DPRE Institute Directors Associate Dean for CDI DPRE RC Institute Directors Associate Dean for CDI DPRE L&D

			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.	March 2022	Institute Directors Associate Dean for CDI DPRE L&D
Statement 6: 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.					
2.6.1	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 Associate Dean for CDI
2.6.2	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	CROS 2019 indicates 50% of research staff feeling they are supported with opportunities for promotion and progression (CROS national benchmark is 32%).	Annual monitoring	Institute Directors HRBPs

should transfer to permanent position, or other options for employee.				
Bridging Fund utilised to retain key research staff before securing further funding in the near future. Advice on grant writing and grant applications provided. Signposting of external training on clinical research governance and delivery.	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%). Continue success in using the bridging fund scheme to support FTC researchers to apply for further funding and extend their employment at St George's.	Annual monitoring	JRES RC	
Workshops on grant writing for academics and Post Docs. Improved PDRs and ensuring career coaching conversations are part of this process, to discuss opportunities regarding career management.				
Workshops on writing Post Doc 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		September 2020	DHR&OD	

		renewal where possible. To be agreed with unions 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?".			
2.6.3	The University offers bridging funding for FTC for Post Docs 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

Statement 7: Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making.					
2.7.1	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. 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 Post Docs) are now appointed to central university committees, eg Senate, RC, REF Steering Executive and AS SAT.	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 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.	May 2021	L&D DPRE
		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, Post Docs, Lecturers and more senior academics. Prizes were also offered, as well as five Research Awards: • Outstanding Research Publication	First renewed Research Day took place on 3 December 2019.	Annually	DPRE

		• Postdoctoral Research Scientist Award • Excellence in Public/Civil Engagement in Research • Outstanding Research Achievement by a University Lecturer • Outstanding Research Achievement by a University Senior Lecturer.			

Principle 3   Professional and career development
Professional and career development are integral to enabling researchers to develop their full potential

Statement 1: Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rate per year, recognising that researchers will pursue careers across a wide range of employment sectors.

| 3.1.1 | 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 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. | 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 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 | Annually

March 2022 | RC

L&D
DHR&OD |

			Ongoing advertising of in-house and external training courses and career events.	Post Docs through the Post Doc Forum and focus groups, in addition to role breakdown in surveys.		
			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.	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.	May 2021	RC
3.1.2		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.	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	Annually	L&D Associate Dean for CDI Institute Directors
			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.	Monitor provision and up-take on courses, including number of development days, number of researchers per grade/per institute engaging with provision.	Annually	L&D Individual Research Institutes

		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 order to stay competitive in both internal and external job markets.	Review yearly. CROS 2019 indicates 84% of staff have been able to teach/lecture, up significantly from 28% in CROS 2017.	Annually	L&D CIDE Individual Research Institutes JRES Associate Dean for CDI
		Supporting research staff to be more successful in winning research grants. To include mentorship for grant applications.	Enable accurate application data to be compiled annually. Increase research income by 40% by 2022 (two-year milestone May 2020).	Annual monitoring	JRES
		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.			
3.1.3	Improve availability and clarity of mentoring offer for researcher staff throughout their careers. All staff have access to mentoring either	Following ongoing consultation & feedback already received, further promote mentoring opportunities for research staff at different career points.	Feedback indicates the range of research staff groups feel supported with mentoring as part of their development /CPD.	December 2020	RC L&D Associate Dean for CDI DPRE

	through the central offer or in their Institutes.	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 Post Doc can work together with a mentor (a lecturer/senior lecturer) to create solutions and explore actions for successful career progression 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 feedback from PhD/Post doc mentoring pilot first cohort 10-15 mentors and mentees (March 2021) and establish this as an annual mentoring programme. Monitor career progression of pilot group of PhD and Postdoc mentees and future cohorts.	Annually	L&D
3.1.4	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.	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.	Annually Annually	RC AS SAT L&D Research Institutes L&D

		Ensure continuity of new lecturer scientific mentor pairing in each Institute.	Feedback from mentees identifies updated scheme has supported them in their personal and professional development.	Annually	Institute Directors
		Standard job descriptions amended in 2019 to highlight expected involvement in mentoring/coaching for research staff at St George's, University of London.			
3.1.6	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 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)	Attendance at workshops and programmes by research staff increases on a yearly basis. Workshop and programme attendance is reported yearly.	Annually	CIDE
		Continue to ensure research staff are signposted to appropriate development courses, programmes and events eg Education Day.	Increase in accreditation applications to HEA between Sept 2018 and Sept 2020.	Annually	Researchers with management responsibilities L&D CIDE
		Teaching development is discussed as part of the PDR process as appropriate	Clearly signposted as part of the discussion in the new PDR	September 2020	L&D

		to research staffs' career plans and future job roles. Researchers should be encouraged to seek HEA accreditation.	form and guidance launching in September 2020.		
		Clear expectations set regarding the level of teaching qualification expected of researchers involved in teaching.			
Statement 2: Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.					
	See 2.5.1				
Statement 3: Ensure that researchers have access to professional advice on career management, across a breadth of careers.					
3.3.1	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.	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.	Increased knowledge and understanding by researchers of career pathways and RDF awareness. Increase RDF awareness in CROS to 30% (from 22% in both 2017 and 2019).	May 2021	DPRE Associate Dean for CDA
		Guidance on the RDF to be outlined in new PDR guidance and in reviewer training for researchers (line managers) and reviewee training.		September 2020	Researchers with management responsibilities L&D
		Ensure the RDF is easily accessible and signposted on St George's, University of London webpages.		September 2020	L&D
		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		December 2020	DPRE Associate Dean for CDI L&D

Statement 4: Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.					
3.4.1	Supporting and developing researchers and managers who are looking to further develop their leadership and management skillset.	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: • 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).	Minimum 5 places funded annually PIRLS feedback continues to indicate that 75% or more of staff are satisfied 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	Annually May 2021 March 2022	L&D RC L&D L&D Research Institutes

		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 recognised as an important staff provision to meet the needs of the range of researchers in their discipline.	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.	March 2022	RC L&D Associate Dean for CDI Institute Directors DPRE
3.4.2	Accessibility of leadership training and development for researchers at different points in their careers.	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

3.4.3	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. 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	JRES working with Institutes will conduct audits of grants held and relevant research funding opportunities. JRES working with Institutes will conduct audits of industry-funded or industry-St George's, University of London research collaborations.	September 2020	Head of Research Funding Head of Enterprise & Innovation JRES

		regular calls on researchers to apply for funding for pilot projects.			
3.4.4	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
3.4.5	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 Post Doc Forum. Central signposting from L&D and Research Institutes on how to set up self-defined training needs (eg minimum attendees required).	Uptake of self-defined development opportunities. Feedback via new PDR forms. Research staff feedback, including Post Doc 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.	Annually March 2022	ECRs L&D RC L&D
		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 Graduate School Skills Analysis: Personal Development Plan & Record.		

Statement 5: Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this.					
3.5.1	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.			
		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.	Increased industry links, obtained via Institute contacts, alumni and widening participation initiatives.	December 2020	RC RSG Associate Dean for CDA WP team
		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			

		and requirements working inside and outside academia.			
		St George's, University of London signed up to the Outside/Insight scheme in September 2019 which offers opportunities for ECRs/research technicians to engage with work shadowing opportunities in partner HEIs.	Ongoing involvement with Outside/Insight. Take up to be monitored annually. At least 2/3 ECRs/research technicians take part in scheme each year.	Annually	L&D
3.5.2	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
Statement 6: Monitor and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews.					
6.1.1	Produce an Annual Report on HREIRA progress	Produce an annual report to 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
6.1.2	Monitor progress of action plan.	Six-year review completed. Measure progress against this action plan quarterly and all data, outcomes	Consultation and feedback support refinement and development of this action plan.	Reviewed and updated every 6 months and reported to	RC L&D Associate Dean for CDI

| | | and impact are recorded. Update actions as required. | | Research Committee. | DHR&OD |
| | | | Eight-year review-submission submitted. | May 2022 | |