

<b>Institution name:</b>	<b>Goldsmiths, University of London</b>	<b>The institutional audience* for this action plan includes</b>		
<b>Cohort number:</b>	<b>Cohort 9</b>	<b>Audience (beneficiaries of the action plan)</b>	<b>Number of</b>	<b>Comments</b>
<b>Date of submission:</b>	<b>25-Nov</b>	Research staff	44	
<b>Institutional context:</b>	Abbreviations RTO = Research Training Officer (R&E) HR OD &E = HR Organisational Development & Equalities HRD = HR Director R&E = Research and Enterprise REC=Research and Enterprise Committee REISC = Research ethics and integrity sub-committee PW R&KE = Pro Warden Research and Knowledge Exchange DD R&KE = Deputy Director of Research & Knowledge Exchange KE Manager = Knowledge Exchange Manager PE Manager = Public Engagement Manager PODEC = People and Organisational Development & Equalities Committee POD = People and Organisational Development (Formerly HR)	Postgraduate researchers	N/A	
		Research and teaching staff	457	
		Teaching-only staff	427	
		Technicians	141	
		Clinicians	0	
		Professional support staff	743	

Environment and Culture	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result
<b>Institutions must:</b>							
EC11	Ensure that all relevant staff are aware of the Concordat	<b>Utilise a blend of new and existing communication channels to promote the Concordat and Goldsmiths commitment to researcher career development:</b>  1.RTO includes information about the Concordat in 100% of centrally delivered researcher training sessions from Nov 2021 onward  2.RS deliver 4x targeted mailouts for 100% of PIs/contract research staff, setting out expectations of concordat, emphasising importance of researcher career development and signposting to resources, training, and support in Jan 2022, Sept 2022, Jan 2023, Sept 2023  3.RS include RD Concordat in 100% of Researcher Induction Pack (See E12) by Sept 2022  4.RS produce an annual summary of researcher career development highlights and share via Staff News and RD Hub in Dec 2022	1. CEDARS Survey show that the majority of participants report that they understand the RD Concordat. CEDARS [Q. 43] How would you rate your knowledge and understanding of the [Concordat to Support the Career Development of Researchers] June 2023	June 2023	RTO	1. Actioned. Goldsmiths' commitment to the RDC is affirmed at all centrally delivered researcher training sessions. A hyperlink to Concordat text is included in all training slide decks shared with session participants and posted as a resource on the Researcher Development Hub. The Concordat logo and hyperlink is included in all internal researcher developer email communications. 24.14% of researchers indicated they understand the RD Concordat from CEDARS 2023. A further 26% indicated they are aware of the Concordat but unfamiliar with the detail.  2. Amended. Expectations of the Concordat, emphasising importance of researcher career development and signposting to resources, training and support distributed directly to all research staff in grant management induction pack, included in all new grant holder packs, and permanently linked from department webpage, RD Hub, and ECR Network. Updates on resources and training distributed termly to research staff.  3. Actioned. Detailed information about the RD Concordat as well as key links to relevant researcher training and development resources and the college's HREIRA Action Plan are now included in 100% of Researcher Grant Management Induction Packs.  4. Actioned. An annual report of researcher development activity is now submitted to the College's research governance committee and as a contribution to the College's annual statement. The annual report is shared via the Staff News.	1. Carried Forward [Increase awareness to reach success measure]  2. No Further Action [Activity continues through business-as-usual]  3. No Further Action [Success measure reached]  4. No Further Action [Activity continues through business-as-usual.]
EC12	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	Promote HR policies to PIs, Directors of Research and Heads of Department through a targeted communication campaign (HR) 1. Introduce all-staff OD and Equality termly newsletter to update staff on HR policy changes, best practice guidance, staff development and wellbeing initiatives. 2. Adapt the termly updates so that they outline specific guidance for Researchers and disseminate via Directors of Research and Heads of Department termly Concordat meetings 3. When conducting equality analyses of policies, encourage researchers to feed-in and identify equality issues that may affect researchers, including ECR: Engage ECR as a target consultation group by sharing Equality Impact Assessments via the ECR network (Dec 2021 onwards)	1. Introduce termly briefings from Spring 2022. Conduct annual staff engagement survey to assess staff awareness of institutional policies. Staff engagement survey responses (+50%) show majority of staff are aware of HR policies and staff development opportunities.  100% of Equality Impact Assessments relating to staff include input from research staff and result in specific measures to address the employment equality issues experienced by researchers.	June 2022	RS and HR OD&E	1. Actioned. We continuously increase and diversify channels to communicate to all staff, including researchers and their managers, with latest changes to HR policies, best practice guidance, staff development and wellbeing initiatives, etc, such as Staff Newsletter (weekly), POD bitesize briefing sessions for managers in each term, tailored engagement emails to all impacted staff, etc.  2. Actioned. Regular updates shared in meetings with key stakeholders (e.g. PODEC and SMT) for specific guidance to institutional policies, covering Department Heads and Head of Schools. HR Resources and policies linked to the Researcher Development Hub to promote researcher engagement and access.  3. Actioned. Equality Impact Assessments for all HR policies have been fully implemented – 100%.	1. Carried Forward [Increase awareness to all communication channels through Goldmine: Staff engagement survey will be conducted in Autumn Term 2023/24 to assess staff awareness of institutional policy]  2. No Further Action [Activity continues through business-as-usual]  3. No Further Action [Activity continues through business-as-usual]
EC13	Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues	Review harassment and discrimination reporting procedures, engaging Researchers in consultation on the most effective approaches to reporting and supporting staff.  Encourage Heads of Department and Managers to consider flexible working, wellbeing and work-life balance factors when undertaking workload allocation.	Complete consultation by June 2022 and implement new reporting procedures by Dec 2022. By June 2023 stakeholder consultation indicates that staff feel confident in new reporting procedures (stakeholder engagement survey includes researchers and staff / students from minoritised groups e.g. people of colour, LGBTQ+ people, disabled people.  Issue guidance and briefings for Heads of Department and Line Mangers by September 2022	June 2023  Sep 2022	HR OD&E	1. Actioned. Alongside the deployment of a spectrum of wellbeing initiatives, Goldsmiths delivers a series of workshops to raise awareness of, and to tackle, discrimination, bullying and harassment etc, across the College. We now offer support to research staff via the Report+Support portal to effectively triage reported issues. Guidance has been introduced to line managers on Goldmine and line manager briefing sessions.  2. Partially Actioned. In response to staff consultation and post-covid working practices, we have adopted and widely communicated a Flexible Working Policy across all levels of staff with consideration to wellbeing and work-life balance factors for individual roles, including researchers.	1. No Further Action [Activity continues through business-as-usual]  2. Carried Forward [Future actions required to reframe the workload allocation model(s) in 2024/25. (E15)]
EC14	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	Continue to deliver Mental Health Awareness training, encouraging Research staff to take part so that they are aware of how to support colleagues experiencing mental health difficulties.  Send direct invites to Line Managers encouraging them to engage in Equality, Diversity and Inclusion training  Ensure Research staff have access to the new all-staff Anti-Racism training to be launched in 2021-22.	Train at least 20 Academic Line Managers in Mental Health Awareness by Dec 2022  Train at least 20 Academic Line Managers in Equality, Diversity and Inclusion by Dec 2022  Train at least 30 researchers in Anti-Racism by Dec 2022.  * In all of the above 80% of participants report increased confidence in promoting EDI and wellbeing through their work	December 2022 June 2023	HR OD&E	1. Actioned. During 2022/23, Goldsmiths continued to deliver Mental Health Awareness Training and other wellbeing webinar series, which included 191 colleagues across the College, including researchers and research managers. We have introduced CiC Managerial Adviceline briefing sessions to 24 researchers and their line managers, in order to facilitate awareness and ability to support colleagues experiencing wellbeing issues. 80% of research managers report feeling confident in responding to issues related to health and wellbeing [CEDARS '23].  2. Actioned. We offered multiple opportunities for all line managers to attend EDI related training (such as awareness raising sessions on LGBTQ+, Disability and Allyship), through the staff newsletter and targeted emails to line managers across the College. In 2022/23, 332 participants attended these workshops. 75% of research managers report having participated in EDI related training [CEDARS '23].  3. Amended. Anti-Racism Training is still under development by the College's Race Justice Board, and a new Anti-Racism Training will be delivered through Train-The-Trainer workshops during 2023/24. Senior leaders will champion this culture-change across the College and support the Anti-Racism Training for all levels of staff in the upcoming years.	1. No Further Action [Activity continues through business-as-usual]  2. No Further Action [Activity continues through business-as-usual]  3. Carried Forward [Revised Anti-Racism Training will be launched in 2023/24.]

ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	<p><b>Develop research ethics integrity sessions that speak to interests of Goldsmiths research community, including interdisciplinary research and practice-based research and continue to raise awareness of research ethics processes, policy and management systems, amongst all staff.</b></p> <p>1.RTO/REISC Coordinator to publish media content explaining Research Ethics Application process (WorkTribe) on Researcher Development Hub (RD Hub) by Feb 2022.</p> <p>2.REISC Chair to deliver training session to 3xHoS, 18xDoRs, 18xHoDs + departmental ethics and integrity reps to signpost to research ethics processes and resources by July 2022</p> <p>3.REISC Chair to deliver 1x PGR/ECR roundtable event in Feb 2022, min. 30 attendees</p> <p>4.RS share information on research and integrity during research managers training session, June 2022 (slide) and induction packs (pdf) September 2022</p> <p>5.REISC Chair/RTO to pilot 2x introductory training sessions on research ethics, integrity, related policy and processes, resources and contacts for 30 researchers</p>	<p>1&amp;2. REISC coordinator monitors referrals to media content and collates informal feedback to inform ongoing content management. Annual analysis of webpage viewing figures confirms content is regularly being accessed by researchers.</p> <p>3.Event feedback and dept meetings to inform 2nd event by June 2023, provisionally around research ethics and integrity as it relates to practice-based research.</p> <p>4. Event feedback and induction feedback confirms that 80% of attendees and new staff feel confident about finding information on research ethics process</p> <p>5. Event feedback indicates that 80% of participants feel more confident about research integrity and know how to access relevant materials by June 2023</p> <p>In addition to the above, The Goldsmiths Annual Research Integrity Report (Sept 2022 &amp; 2023) confirms effective engagement with researchers and registration for researcher training events indicates that researchers from across the College, including new staff and ECRs, are signing up to research ethics and integrity training sessions.</p> <p>CEDARS Survey show that the majority of participants report that they understand the RD Concordat: CEDARS [Q. 43] 'How would you rate your knowledge and understanding of the [Concordat to Support Research Integrity]. June 2023</p>	<p>July 2022</p> <p>June 2023</p> <p>June 2023</p> <p>July 2023</p> <p>Oct 2022, 2023</p> <p>June 2023</p>	<p>RTO/REISC Coordinator</p> <p>RTO/REISC Chair</p> <p>RTO</p> <p>RTO</p> <p>REISC Chair</p> <p>RTO</p>	<p>1. Actioned. Details of the Research Ethics Application Process are now posted on the Researcher Development Hub. Resources available via Research and Knowledge Exchange SharePoint, RD Hub, and Department Ethics pages. According to CEDARS 2023, 63% of respondents agree or strongly agree that Goldsmiths promotes the highest standards of research integrity and conduct.</p> <p>2. Actioned. Training delivered by REISC Chair to Heads of School, Heads of Department, Directors of Research, and Research Ethics Leads (where different). Qualitative feedback from these events influenced subsequent thematic events on research ethics applied (Ethics and AI) [June '23] and process-based training on the ethics application process [May '23]. 65% of CEDARS respondents indicate that they have taken part in Research Integrity training.</p> <p>3. Actioned. Further thematic sessions on 'ethics applications process' and 'ethics and AI' targeted directly to ECR Network. A further training session was held with the Graduate School on Research Ethics. Researcher and REISC Chair feedback suggests baseline ethics and integrity training should be implemented to further support practice researchers and researchers from non-PhD backgrounds.</p> <p>4. Actioned. Information on Research Ethics &amp; Integrity policies, key contacts and resources shared via induction pack sent directly to all researchers.</p> <p>5. Actioned. Research ethics, integrity, process-related training conducted in 21/22 &amp; 22/23 academic years. Session from 22/23 available as a digital resource in the Researcher Development Hub - Training Library. 75.5% of researcher-respondents would feel comfortable reporting incidents of research misconduct (CEDARS 2023).</p> <p>6. Partially Actioned. Annual Research Integrity Reports confirm engagement with researchers, including ECR's. Currently, 49% of respondents indicate either an awareness or understanding of the Concordat (CEDARS 2023). While there is significant (63%) confidence that the institution maintains high standards in research integrity, further action warranted to increase understanding of research integrity and commitments to the Concordat.</p>	<p>1. No Further Action [Activity continues through business-as-usual]</p> <p>2. No Further Action [Activity continues through business-as-usual.]</p> <p>3. No Further Action [ECR Ethics and Integrity training actions revised and expanded for forward looking action plan.]</p> <p>4. No Further Action [Activity continues through business-as-usual.]</p> <p>5. No Further Action [Ongoing work with new actions and metrics in forward action plan.]</p> <p>6. Carried Forward [Success measure not yet met.]</p>
ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices	<p>Consult with staff on proposals to develop academic career pathways for teaching, research and knowledge exchange, for these pathways to have clear promotion opportunities, and for key stages in these careers to be marked by clear and transparent indicators. As part of the Recovery Programme revise promotions procedures and guidance to ensure different career pathways are acknowledged, including different research disciplines.</p> <p><b>Improve feedback and consultation mechanisms, develop strategy for ongoing monitoring and reporting on researcher engagement, research culture, and training provision. Use focus groups to gain better understanding of barriers to career development amongst under-represented groups</b></p> <p>1. RS deliver annual update on Researcher Development activity to REISC.</p> <p>2. Run CEDARS survey [March-June 2023] and analyse responses in a way that meaningfully captures the views and experiences of research-only staff (and particularly those on fixed-term contracts).</p> <p>3. Increase opportunities for communications between research managers and central services through 5x termly meetings on researcher development for HoS, HoD, DoRs to share news, examples of best practice, gauge issues, concerns, opportunities and consult on activities and consult on activities for next academic year.</p> <p>4. In recognition of broad definition of ECR for purposes of network, double ECR Network membership from 30 to 60, including 1 ECR rep from each Dept by Sept 2023.</p> <p>4. Introduce/ensure consistency use of feedback forms for 100% of training sessions run by HR, RS, Grad School by June 2022, monitor uptake and test out different ways of actively encouraging feedback.</p> <p>5. Work with A&amp;H Practice Research Centre, Goldsmiths Race Equality Group, and Goldsmiths Staff Networks to run 3x focus groups, including min. 1x ECR, 1x mid career, 1x established researcher, 1x PI/research manager + representation from different departments, July 2022.</p> <p>6. Engage with R-only staff in discussion to identify gaps in existing support and prioritise future interventions</p>	<p>Review Academic Promotions procedures by September 2022. If career pathways are agreed through consultation with staff, implement by September 2023.</p> <p>1. Feedback from REISC committee to inform annual planning and delivery of researcher training programme.</p> <p>2. CEDARS participation results show 25% return rate (20% increase on CROS/PIRLS 2019, and c.10% above national average for CEDARS 2021) - and at least 15% return rate for research-only staff - through longer lead time for completion and more targeted communication with researchers to raise awareness of CEDARS.</p> <p>3. Feedback from the meetings shared via annual report, Sept 2022, 2023 and used to inform researcher training programme 2022/23.</p> <p>4. Regular monitoring of Teams analytics from Jan 2022 - June 2023 shows increase in members of ECR online forum, from 30 to 100, and increased engagement e.g.: evidence of liked posts, introductions, comments and discussion threads.</p> <p>4. Increase event survey response rate by 20% year on year.</p> <p>5. Develop 3 new targeted sessions based on feedback as part of 2022/23 researcher training programme.</p> <p>6. Run 3 focus group discussions (one per school) in the first instance, report outcomes to REC and embed outcomes in the College's researcher development programme. Subsequently, regularise the meetings with a view to holding them twice a year.</p>	<p>September 2023</p> <p>June 2022&amp;23 June 2023</p> <p>Sept 2022, 2023 July 2023</p> <p>Sept 2023 Sept 2022 Sept 2023</p>	<p>HR Director and Deputy Warden</p> <p>RTO, DDR&amp;E RTO HR ODE/RTO Pro-Warden R&amp;E</p> <p>RTO</p> <p>RTO/Grad School/HR ODE RTO, HR ODE RTO</p>	<p>A. Partially actioned. Development of the Academic Promotion career pathway continues as an ongoing project. Multiple staff briefings have been held to gain feedback and agreed updates/changes to be implemented in the next promotion round. The working group reports to the People, Organisational Development &amp; Equalities Committee and updates are given to Academic Board.</p> <p>1. Actioned. RDO delivered annual updates to REISC and worked collaboratively with committee chair to implement a programme of research ethics and integrity training and resources. A CEDARS report on questions related to research integrity will be submitted to the committee in Spring 2024.</p> <p>2. Partially Actioned. Goldsmiths completed the survey period within 0.7% of our overall researcher-response target of 25%, with a final researcher response rate of 24.3%. This achievement marks an impressive 20% increase on the previous participation rate. [While the institution exceeded its 25% target response rate when reviewing responses at large, the adjustment above was made based on survey responses to questions [1] and [10] to isolate those contracted to perform research.] Of those self-identifying their contract type as research-only, we achieved a 10% response rate (2/3 of our 15% target). Further strengthening engagement and communications channels with the institution's research-only staff will be incorporated into the subsequent action plan to increase r-only staff participation in initiatives such as CEDARS. The increased response rate of nearly 20% on CEDARS 2021 indicates a heartening trend of increased engagement with, and valuation, of researcher development initiatives.</p> <p>3. Actioned. 6x research-focused meetings with researcher managers and central services conducted each academic year on a termly basis, chaired by the Pro-Warden for Research. Researcher Managers' feedback and perspectives shared with the Researcher Development Officer through Director/Deputy Director of Research and Knowledge Exchange for incorporation into the researcher development programme.</p> <p>4. Actioned. Current Microsoft Teams data lists ECR Network membership at 126, with each academic department represented. On average, 75 members per month are classed as 'Active Users'. Activity analytics currently appear to track with expected term-time work volume, with increased activity corresponding with less-busy periods. Multiple years' activity data will need to be collected to compare engagement data in a meaningful way.</p> <p>5. Partially actioned. POD and Research &amp; Knowledge Exchange have standardised the regular use of post-event feedback forms on centrally delivered training/development events. Research &amp; Knowledge Exchange organised training is currently averaging a 15% response rate on post-event survey responses. Going forward we look to offering a consistent, qualitative feedback capture mechanism... as well as formalising a 2x event follow-up feedback requests to increase feedback response rate.</p> <p>6. Partially actioned. Two researcher development capacity building events have been co-created with the School of Arts &amp; Humanities and School of Professional Studies, Sciences and Technology practice research networks. These events were devised directly with members to address perceived development needs and interests (including research methods, researcher visibility, and engagement with research benchmarking activity). Events included researchers from all career stages from PhD to Established Researchers/Head of School. Further collaboration with the Goldsmiths Race Equality Group and Staff Networks to be carried forward. Both groups received direct appeals to engage with the recent CEDARS survey. Participation in external opportunities such as The Diversity Practice's StellarHE, were supported as part of Research &amp; Knowledge Exchange commitments to the College's Race Justice Strategy.</p> <p>7. Amended. Individual invitations to specific R-Only staff focus groups attracted few registrants, though several followed up requesting individual 1:1 meetings. A quarter of participants at a subsequent ECR Network Focus group were R-Only staff. The researcher development team used thematic and network engagement opportunities to engage present R-Only staff. In development of the forward action plan, a meeting was held with the research centre which employs one third of the institution's R-Only staff for consultation towards actions for the next period.</p>	<p>A. Carried Forward [Continue to gain feedback from key stakeholders towards implementation]</p> <p>1. No Further Action [Continued RDO reporting to REISC and REISC guidance on training priorities to continue as business-as-usual.]</p> <p>2. Ongoing Priority [Engagement with CEDARS '25 to be included in forward action plan with more ambitious target response rates.]</p> <p>3. No Further Action [Activity continues through business-as-usual]</p> <p>4. Ongoing Priority</p> <p>5. Carried Forward [Continued improvement towards meeting success measure]</p> <p>6. Carried Forward. [Continued engagement to meet success measure.]</p> <p>7. Ongoing Priority [Continue building working practices where regular engagement with R-Only staff normalised.]</p>
<b>Funders must:</b>							
ECF1	Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies						
ECF2	Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers						
ECF3	Ensure that funding call requirements and selection processes offer equality of opportunity between different groups of researchers, recognise personal contexts, and promote positive research cultures and working conditions						
<b>Managers of researchers must:</b>							
ECM1	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work	Academic line managers will participate in training on EDI, Mental Health and anti-racism	80% of participants provide examples of how they promote EDI in their work	December 2022 June 2023	HR OD&E Line Managers	<p>1. Actioned. In 2022/23, we delivered a total of 18 EDI related training and development opportunities, covering 122 participants from Academic departments. The Employee Inclusion Series is a 6-workshop series which covers the relation between EDI and topics ranging from recruitment to collaborative working, and gives practical advice that can be applied to the work place. All participants are encouraged to share examples in the context of workshops. 75% of research managers report having participated in EDI training &amp; 40% on Mental Health &amp; Wellbeing. [CEDARS '23]</p>	<p>1. Carried Forward [Future actions required to review the data indicated from Staff Engagement Survey 2023/24, in order to investigate how well we are putting this into practice at work.]</p>
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct						
ECM3	Promote a healthy working environment that supports researchers' wellbeing and mental health, including reporting and addressing incidents of discrimination, bullying and harassment, and poor research integrity	Managers will contribute to the review of harassment reporting procedures Managers will report on how they will apply guidance on mental health and equality (e.g. active allyship) within their teams	Involve managers within consultation and ensure new procedures contain clear guidelines on managers responsibilities.  Request that managers report back via pulse survey, report to Human Resources & Equality Committee Nov 2023	Nov 2022  Nov 2023	HR - OD&E  HR - OD&E	<p>1. Actioned. In addition to workshops, we now offer support via the Report+Support portal for managers to report incidents of discrimination, bullying and harassment. A triage team will investigate further with the ultimate goal of maintaining a healthy working environment that support colleagues' wellbeing and mental health. Guidance to support managers to fulfil their responsibilities have been introduced in POD bitesize training sessions.</p> <p>2. Partially actioned. Managers are supported in reporting unusual behaviours via Report+Support. In addition, guidance has been posted to support managers to maintain mental health and equality (e.g. Active allyship) within their teams. All related guidance is also introduced to line managers during briefing sessions. Pulse survey to evaluate impact to be incorporated into staff engagement survey in forward action plan.</p>	<p>1. No Further Action [Activity continues through business-as-usual]</p> <p>2. Carried Forward [Future actions required to capture impact data from Staff Engagement Survey in 2023/24]</p>
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	See EC13 (flexible working and workload allocation)					
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution						
<b>Researchers must:</b>							
ECR1	Actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students						
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion						
ECR3	Take positive action towards maintaining their wellbeing and mental health						
ECR4	Use available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct	Share guidance on active allyship with researchers, encouraging them to support colleagues and report harassment	Share Active Allyship guidance by Jan 2022, Pulse Survey in June 2023 indicates 80% of researchers aware of how to support colleagues and how to report discrimination, harassment and misconduct.	Jun-23	HR - OD&E	<p>1. Partially actioned. We have two significant workshops covering the available mechanisms and guidance for line managers to report staff who are suspected of misconduct, including active allyship for anti-racism workshop introduced in 2022 and Introduction to LGBTQ+ Allyship in 2023. 66% of researchers are familiar with Goldsmiths mechanisms to report incidents of discrimination. 69% would feel comfortable making the report. 57% are familiar with mechanism to report bullying and harassment, with 61% comfortable reporting incidents. [CEDARS '23]</p>	<p>1. Carried Forward (success measure not yet met.)</p>

ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	Involve researchers within consultation on new harassment and discrimination reporting procedures	Complete consultation by June 2022 ensure it encompasses feedback from researchers and line managers as well as minoritised staff who have lived experience of discrimination	Jun-22	HR - OD&E	1. Actioned. Reporting procedures are now in place. Key stakeholders consulted, including staff network groups, PODEC and senior management (where appropriate) in order to obtain a balanced view of policy implementation on an ongoing basis.	1. No Further Action [Activity continues through business-as-usual]
<b>Employment</b>							
<b>Institutions must:</b>							
E11	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	Continue to roll-out the requirement for Chairs of Recruitment Panels to be trained in recruitment and selection to ensure fair and inclusive selection practices. Ensure the training includes examples of inclusive recruitment specific to researchers and engage researchers and their managers in the training via targeted invites.  Publicise the new Positive Action in Recruitment guidance to Heads of Department to encourage best practice in recruitment	Train all-line managers (300 staff) by 2024 (150 / 50% by 2023). 100% of Academic Heads of Department to have participated in R&S training by November 2023. 80% of training participants report a better understanding of how to apply fair and transparent recruitment and selection practices.  At least 5 Heads of Department have applied positive action approaches within recruitment by Nov 2023	November 2023	HR - OD&E	1. Actioned. All line managers responsible for recruitment processes are now required to join recruitment and selection training to learn best practices on how to apply fair and transparent recruitment and selection, through understanding unconscious bias and the importance of competency-based interview questions. 100% of research managers report being confident or fully confident in the 'use of inclusive, equitable and transparent recruitment processes' (CEDARS 23).  2. Actioned. 7 new Heads of Department have completed the corresponding training accompanying this guidance prior to engaging in the recruitment process. All Heads of Department are required to participate in recruitment training before they begin managing hiring processes.	1. No Further Action [Activity continues through business-as-usual]  2. No Further Action [Activity continues through business-as-usual]
E12	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	Increase participation of Academic (incl. Research staff) in Goldsmiths Induction to ensure researchers have a consistent experience. Achieve this by: -Requesting that HoDs encourage staff - particularly research-only staff - to attend -Publicising dates via Research Services Induction for PIs and departmental Induction -Circulating an L&D calendar via the researcher development webpage  Publicise the L&D Programme to new researchers directly through HoDs and DoRs:  <b>Ensure new researchers are integrated into the research community and share relevant information via introduction of tailored researcher induction package:</b>  1.R&E to coordinate induction pack, pulling/checking content from R&E, Library, HR, IT, PE, Comms; send out induction packs to new researchers monthly thereafter (to coincide with publication of new staff lists in Staff News) Continue to review contents of induction pack on annual basis, using survey feedback to ensure information is relevant/up to date (June-Sept)	At least 50% of new Research Staff attend New Staff Introduction by January 2023. 80% of new joiners report that they are aware of policies and practices relevant to their position, and know how to access to training.  Increase academic staff engagement to 200 (50%) increase by November 2022)  100% of new research staff receive induction pack within 1 month of joining Goldsmiths; follow up survey (sent out within 6-months of joining) indicates that the information was useful.  80% of new ECRs join ECR Network; R&E report that min. of 50% new research staff (within 1 year of appt) have contact with Research and Enterprise team  RTO reports that 80% of new research staff (within 1-year of appt) have attended 1 or more researcher training session	January 2023  Nov 2022  Sept 2023  Sept 2023  Sept 2023	HR - OD&E  RTO  RTO  RTO	1. Actioned. All staff inductions resumed (post-Covid) in March 2023. Staff induction dates now publicised on Research Training Calendar. L&D training events linked to homepage of Researcher Development Hub and individual events included within Research Training Calendar. A new hybrid staff induction has been introduced to provide information on how Goldsmiths is structured and how to undertake essential tasks, as well as information about different departments of strategic importance. Participant qualitative feedback has been used to improve the programme and has been overall positive. A research-specific induction will be piloted in the following action plan to tailor inductions specifically to meet the needs of Goldsmiths Researchers. [E12]  2. Actioned. All L&D programmes are publicised regularly each term via staff newsletter and direct emails to all targeted staff. New researchers are individually invited to join the new starter programmes as part of their induction journey. Success metric not specifically measurable as attendance to in-person portions of induction are not recorded by individual/contract type. Since resuming inductions, 89 new colleagues have benefited from the revised induction programme. Participation data to continue to be tracked in CEDARS '25 to evidence increased overall engagement.  3. Partially actioned. Research Grant Management Induction pack created highlighting support available from R&E, Library, HR, IT, PE, Comms. Induction pack sent to all research staff and made accessible via the department homepage. Document hyperlinked as resource on ECR Network & RD Hub. Contents to be reviewed annually, with document ownership assigned to RDO. New Staff engagement analytics were not actionable due to data on ECR status not being retained as part of recruitment. Improving data collection and communication for new starters and ECR staff to be included in the forthcoming plan period. Training and development opportunities are promoted to the ECR network regularly, with positive focus group feedback on both frequency and content.	1. No further action. [Research Induction to be piloted in 23-26, E12.]  2. No further action. [Continues as part of business as usual.]  3. No further action. [Induction packs will continue to be distributed as part of business as usual. Research staff induction to be piloted in forthcoming plan.]
E13	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances	Continue to host 'Academic Promotions' briefings for staff as well as targeted briefings e.g. for women and staff of colour to ensure promotions pathways are clear and equitable  Support the career progression of researchers from black, Asian and minority ethnic backgrounds. Monitor the pipeline from post-graduate study to professor, engage with researchers to develop evidence-based approach to removing the barriers at each career stage. Work with students of colour to better understand barriers to progression and develop initiatives to support career progression. 1. Continue to deliver workshops for CHASE and SeNSS applicants for doctoral studentships flagging new and emerging Widening Participation Opportunities for BAME applicants. The first workshop held in November, 2021 had 40 attendees 2. Work with Goldsmiths Racialised Postgraduate Network and via the Graduate School advisory group to ensure that Racial Justice initiatives are at the foreground of our work. That includes funded support through the Graduate School Grant for the Counter Cannon Challenge initiative. 3. Undertake further benchmarking of admissions and completion of doctoral student data in terms of protected characteristics and reviewing admissions practice and information available to applicants to identify barriers and ways to enhance accessibility for prospective applicants from BAME and other disadvantaged backgrounds. 4. We will continue to work with the research training officer in developing new and targeted training workshops and seminars to support researchers from BAME backgrounds. 5. Working in close conjunction with the Graduate School, the Generation Delta project will deliver a series of active interventions to improve the experiences and outcomes for BAME female students through 3 phases of the PGR lifecycle: Access to Academy (A2A); Retention and Progression (RaP); and Training for Careers (T4C). We will be reporting back on the outcomes of that programme in subsequent years.	Deliver 4 Academic promotions briefings per year including targeted briefings - aim to engage with at least 80 Researchers (increase of +20 on 2021) - 80% participants report confidence in how academic procedures works.  Engage with researchers from Black, Asian and minority ethnic backgrounds as part of the Race Equality Charter to identify the institutional barriers leading to under-representation at each stage of researchers careers. Establish SMART objectives and institutional targets in agreement with researchers and research managers by November 2023.  Deliver annual Autumn Term workshop for prospective CHASE and SeNSS Applicants flagging Widening Participation Opportunities with at least 50 participants (25% increase on 21-22) Establish by 2023 SMART objectives and institutional targets for PGR and studentship applicants from BAME backgrounds in consultation with the Graduate School Advisory Group and PGR Convenors, and with the agreement of Postgraduate Research Board and Research and Enterprise Committee. Develop in conjunction with the research training officer one new training workshop specifically designed to support for Early Stage and Early Career researchers from BAME backgrounds.	Nov 2022  Nov 2023  Nov 2023	HR OD&E & Deputy Warden  HR OD&E GS, RS  GS, RS	1. Delivered both internal Goldsmiths workshops for applicants for doctoral studentships and contributed to national workshops through Generation Delta for BAME applicants. In 22 – 23 we reached 150+ applicants.  2. Graduate School and Generation Delta Goldsmiths have also secured institutional funding on an ongoing basis for 2 x full Doctoral studentships (fees and UKRI level stipend) for applicants from BAME backgrounds: Generation Delta Goldsmiths Studentships. Our second cohort commenced in October 23.  2a. In addition to ongoing work with the Racialised Postgraduate Network Graduate School and Generation Delta Champions we are promoting networks for BAME PGR students.  3. The production of SMART objectives is ongoing. Graduate School is working closely with Generation Delta to produce baseline data across life course of PGR students from admission to completion and aiming to report on that in 23-24 in order to begin to set objectives and targets in consultation with PGR Board.  4. Goldsmiths through Generation Delta have led on workshops with staff within Goldsmiths and at partner institutions – Leeds, Reading, Sunderland, Plymouth, as well as participating UKRI DTPs – on identifying and addressing barriers to access and participation for PGR students from BAME backgrounds, women especially.  5a. Graduate School with Generation Delta contributed to successful recommissioning of the ESRC SENSS DTP 2 and ensuring that built on and extended the successes of the DTPs Widening Participation strategy through ringfencing of studentships from BAME backgrounds.  5b. Goldsmiths Graduate School contributed to the AHRC CHASE DTP successful bid to fund EDI Ambassadors that are currently being recruited to work with Graduate School in enhancing our outreach and support for applicants from underrepresented groups in PGR study.  5c. Graduate School in conjunction with Research and Knowledge Exchange have introduced new Doctoral Development Awards for Self Funded students particularly those who have experienced barriers and obstacles to study and that aim to support timely completion and preparation for postdoctoral careers. Applicant information sessions were held to introduce these awards and 20 awards were made in September '23.	1. No further action. [Workshops to continue as business as usual.]  2. No further action. [Workshops to continue as business as usual.]  3. Carried Forward.  4. No Further Action [Activity continues through business-as-usual]  5. No further action. [Workshops to continue as business as usual.]
E14	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	Advertise Goldsmiths' Management Development programmes to Researchers and PIs so that they have opportunities to reflect on, and enhance their management skills.  Empower ECRs to manage research projects more effectively through development of an ECR induction programme on research project grant management (for new award holders):  Trial ECR induction programme amongst min. 5 new grant holders from Sept 2022 and survey to establish impact (beginning and end of programme).	Increase number of academic staff engaging in management development programmes by 50% (from 41 Researchers in 2021 to 60 in 2022) and increase number of researchers engaging in project management to at least 5 per year. 80% of participants in management development programmes report increased in leadership and management.  Survey of pilot group at the beginning and end of the programme shows 70% of participants have increased confidence in research project management and support continuation of programme.  70% of pilot group agree to take part in future induction sessions for ECRs and share tips/advice on ECR network	December 2022  Sept 2023  June 2023	HR OD&E  RTO, R&E Post-awards	1. Actioned. A new framework and training modules have been introduced since May 2023 to provide multiple opportunities for managers of researchers and heads of department to attend training targeted to their role level. This includes training on key processes, managerial skills and strategic thinking. 109 academic staff have participated in leadership and management development programmes in '22/23 (participant data held by department rather than contract type). 10 researchers have taken part in an inaugural project management for researchers course in 2023.  2. Actioned. Training programme devised and piloted May 2023 for 14 researchers, accompanied by the new Research Grant Holder Induction Pack. Training recorded and available as a resource on the RD Hub. Post-event feedback forms generated a 30% response rate, of which 100% of respondents indicated the training increased their knowledge of the subject area, met attendee expectations, and can be applied to their role at the College.  3. Actioned. [As above.] Training programme devised and piloted May 2023 for 14 researchers, accompanied by the new Research Grant Holder Induction Pack. Training recorded and available as a resource on the RD Hub. Post-event feedback forms generated a 30% response rate, of which 100% of respondents indicated the training increased their knowledge of the subject area, met attendee expectations, and can be applied to their role at the College.	1. No Further Action [Activity continues through business-as-usual]  2. No Further Action. [Further project management training in forward action plan.]  3. No Further Action. [Further project management training in forward action plan.]
E15	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation	Review PDR process so that it is used as an effective mechanism for supporting the career development of researchers. 1. Establish a means of centrally recording the development needs of staff via the PDR process by June 2022 2. Engage researchers and Heads of Department in discussions on how to enhance the PDR process 3. Launch new PDR form and guidance by June 2023 4. Evaluate engagement and uptake by Nov 2023  Increase engagement with PDR training by promoting sessions to researchers, PIs and Heads of Department: Publicise the PDR process via direct communication.  As part of the Goldsmiths Recovery Programme and planned organisational change, undertake a review of workload modelling which will include the types of contracts that we have, to ensure staff are employed on the right type of contract and clear guidance on the use of FTC	At least 50% of research staff report that they have meaningful discussions about their career development with their line manager and by November 2023 at least 50% report that they have annual appraisals that are useful to their career progression.  Aim for 20 researchers to have completed training and provided positive feedback (70% agree training improves their approach to PDR) by June 2022.  Complete review of workload modelling through consultation with Heads of Department, staff and Unions by September 2023. Evaluate impact by September 2024.	June 2022 – Nov 2023  June 2022  Sept 2023	HR OD&E and Heads of School  HR OD&E  Director of HR Heads of School	1 - 4. Amended. With the institution's 10-year strategies under discussion in 2022/23, the Performance Development Review (PDR) is currently under review and consultation to align the review to not only performance, but also development needs, cultural behaviours and career aspirations. Regular feedback sessions planned for all colleagues across the College in forthcoming action plan. This new PDR process will be ready to launch in 2023/24 as part of the forthcoming action plan..  5. Not yet actioned.  6. Partially actioned. The adoption of workload allocation models is currently undergoing formal review. Consultation with key stakeholders including Heads of Department, staff and Unions expected in Autumn 2024/25. Consultation and implementation plan included in following action cycle.	1 - 4. Carried Forward. [Activity to continue in forthcoming action plan.]  5. Carried Forward. [Activity to continue in forthcoming action plan.]  6. Carried Forward [Activity to continue in forthcoming action plan.]
E16	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress	Publish findings of FTC review develop a clearer understanding of reasons for appointments of staff on FTCs, and the operationalisation and application of the end of a contract	Complete the review and initiate implementation of recommendations by Nov 2023. Evaluate impact by September 2024.	November 2023	HR	1. Ongoing. As part of the existing fixed-term contract policy, there is a process to utilise redeployment for staff who are on fixed-term contracts including researchers. The FTC review and its implementation strategy are currently under formal review at the time of reporting. Action to be completed in following cycle.	1. Carried Forward

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E17	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	<b>Review and improve existing research governance mechanisms to ensure that there are appropriate opportunities in place, including:</b> 1.Representation on Research and Enterprise Committee (REC) in line with RD Concordat obligations; 2. Engagement with ECR Network; policy development leads to consult with the group when developing new policies and projects that affect researchers; 3.RD Concordat Working Group to ensure adequate representation from researchers as per principles of RD Concordat	1.REC report any changes to membership, new positions and remit by Nov 2023. 2. ECR Network has year on year increase in participation, including minimum of 1 ECR (within 7- years of PhD) from each department [confirmed via membership list] by June 2023 and web data evidence engagement with consultation processes. 3. CWG to review CWG membership ahead of 10-year HR Excellence submission and appoint at least one research-only member of staff .	June 2021 June 2023 June 2023	Pro-Warden R&KE  RTO/HR ODE  PW R&KE/CWG	1. Actioned. A designated membership position for a research-only member of staff on the Research and Enterprise Committee has been formally approved by the committee. In line with governance by-laws, the position will be filled on an acting basis for the remainder of the academic year, with full membership status bestowed in the coming academic year. 2. Actioned. ECR Network has at least one ECR member per academic department. Formal data of ECR engagement with network (including member activity, posts, response, and reactions) collected from November 2022. Current data (limited to one academic year) shows significant term time engagement with drops in summer and holiday closures. Engagement data evaluation will be carried forward to account for engagement variation against phases of the academic calendar. Key policy developers and support teams contribute to the network including [EDI, Grad School, Organisational Development, and Wellbeing] 3. Amended. Oversight of this area now conducted by the researcher-led Research and Enterprise Committee. REC have R-Only staff representation.	1. No Further Action 2. Ongoing Priority. [Data retention and analysis to continue.] 3. No Further Action
<b>Funders must:</b>							
EF1	Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies						
EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security					Four new internal research funding opportunities initiated. Two of the four opportunities targeted to support the development of Early Career Researchers. One opportunity specifically supports those on Teaching-only contracts who are interested in conducting research with time-buyout to conduct research. This opportunity was devised with the intention of supporting researcher career progression towards contracts which include a research element. In all of the available opportunities, researcher career development costs are eligible alongside research expenses.	
EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression						
EF4	Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels					[As at EF2] Four new internal research funding opportunities initiated. Two of the four opportunities targeted to support the development of Early Career Researchers. One opportunity specifically supports those on Teaching-only contracts who are interested in conducting research with time-buyout to conduct research. This opportunity was devised with the intention of supporting researcher career progression towards contracts which include a research element. In all of the available opportunities, researcher career development costs are eligible alongside research expenses.	
<b>Managers of researchers must:</b>							
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	Line Managers to report on their engagement with management training, including Recruitment and Selection, EDI and Leadership development as part of their annual PDR.	Reviewed PDR process to include mechanism for monitoring engagement with management training. Managers feed back on an annual basis. Establish system by June 2022 and report and evaluate by June 2023	June 2022 and June 2023	OD&E Line Managers	1. Carried Forward. All line managers are invited to join Leadership and Management Training; upskilling individuals to successfully manage colleagues and respond to recurring issues. This activity forms part of the development needs analysis discussed in annual PDR meetings. Formal review and implementation of a revised PDR process (in collaboration with researchers) to be actioned in forthcoming cycle. [E15]	1. Carried Forward [E15]
EM2	Familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding						
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	Heads of Department to report on positive action undertaken as a result of participation in recruitment and selection training, and to share examples of how staff are actively supported to apply for promotion.	Annual equality review / consultation with Heads of Department demonstrates at least 5 HoDs developing positive action and able to demonstrate pro-active support for staff in relation to academic promotions	Jun-23	HR OD&E HoDs	1. Actioned. Unbiased recruitment and selection training has been targeted to, and undertaken, by recruiting staff, including 7 HoD's. Advertising campaigns for promotion and progression schemes are publicised through internal Staff News, internal intranet, via workshops, EDI groups, People & Organisational Development Business Partner and HoDs. Annual equality reviews and consultation with HoD/HoS demonstrates developing positive action and pro-active support/mentoring for staff in relation to promotions and progression.	1. No Further Action [Activity continues through business-as-usual]
EM4	Actively engage in regular constructive performance management with their researchers	Work with Heads of Department and line managers to enhance the PDR process	Issue reminders to HoDs by June 2022 and annually thereafter, reinforce message via training and development. June 2023 pulse survey reports 70% of staff have participated in PDR in the past year.	Jun-22	HR OD&E Heads of School	1. Actioned. We have implemented the annual performance review via the PDR process for all colleagues. The process is integral to the progression/promotion process for researchers. 67% of survey respondents in CEDARS indicated they have participated in a staff appraisal/development review in the last two years. Termly manager training sessions are advertised to all staff to support managers to lead productive PDR's.	1. No Further Action [Activity continues through business-as-usual. PDR structure and process under review in current academic year and included in forthcoming action plan.]
EM5	Engage with opportunities to contribute to relevant policy development within their institution						
<b>Researchers must:</b>							
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder						
ER2	Understand their reporting obligations and responsibilities						
ER3	Positively engage with performance management discussions and reviews with their managers	Publicise PDR guidance explaining the benefits to research staff in order to encourage confidence and engagement in the process.	June 2023 pulse survey reports 50% of staff have participated in PDR in the past year.	Jun-23	HR OD&E	1. Carried Forward. The review of PDR will take place in Autumn 2023/24 and a revised performance review mechanism will be available thereafter. This includes new core elements of Career Development dialogue, incentivising engagement and increasing impact for Researchers. The new process, including guidance, will be publicised to all staff. Current evaluation measures successfully met. PDR training is advertised termly to all members of staff. PDR Guidance is accessible to all staff on the College intranet. 67% of researchers indicate having participated in PDR in the last two years [CEDARS '23]. Action carried forward to increase familiarity with revised guidance.	1. Carried Forward [Revised PDR will be launched in 2023/24]
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community						
<b>Professional and Career Development</b>							
<b>Institutions must:</b>							
PCDI1	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors	<b>Raise awareness of researcher's entitlement to minimum of 10-days professional development;</b> 1. RS to highlight the scope of activities that might be undertaken as part of this 10-day allocation including, for example, mentoring, job shadowing, coaching, networking and career planning, training courses and signpost to appropriate opportunities and share this information with research managers, PIs and research-only staff in 2x targeted training sessions and via induction packs. 2. RS to raise awareness of opportunity to include budget for researcher development in research funding bids, particularly where projects involve the appointment of research-only staff on fixed-term contracts. 3. HR to encourage more researchers to engage with HR staff events delivered via learning and development programme. Achieve this by adapting the programme based on research staff feedback so that the content, format and scheduling of activities are accessible and relevant to research staff. 4.RTO to continue to develop Researcher Training Programme, taking into account, participation and feedback, training needs and interests of researchers as identified through HoD/DoR meetings, consultation with staff and wide range of career options.	1.Results from CEDARS Survey (June 2023) show that at least 70% of participants agree that they are aware of institutional support offered by Goldsmiths and feel supported in their career development aspirations [CEDARS [Q. 30] and survey shows that research managers feel more confident about how to signpost researchers to career development opportunities. 1b. Vitae annual engagement report (June 2022 + 2023) indicates year on year increase in annual registered website users (from 217 to 300 to 350) and increased use of researcher resources relating to researcher development, including research careers, professional development and academic CV in annual membership usage report. 1c.Website stats (June 2022 + 2023) evidence that the Researcher Development Hub is incrementally and increasingly used to book training sessions and access information and resources, page views equate to average of 500 per term by Sept 2023. 2. Research funding data (July 2022 + 2023) shows year on year increase in bidding for researcher career development funds as part of grant allocation, where appropriate to funders T&C. 3. Increase Research staff participation in L&D from 152 (107 Researchers) in 2021 to 200 Academic staff in 2022 to 250 (200 Researchers) in 2023 4.R&E (RTO) evaluate and report on first year of Researcher Training Programme against RDF [VITAE] using attendance and feedback data, sector trends and local context to inform second year programme (2022-2023). Report from 2022 and 2023 indicates increased uptake of training sessions and new sessions included in Researcher Training Programme 2022/23.	Jun 2023  June 2022, 2023  July 2022, 2023  Nov 2022, 2023  Nov 2022, 2023  Nov 2022, 2023	RTO/HR OD&E R&E Pre-Awards Team	1. Partially actioned. 10-day minimum professional development entitlement (as well as suggestions for activities) included on the Researcher Development Hub, Induction Pack, and New Grant Holder pack. Resources shared with all research staff via direct email. According to CEDARS '23, 49% of respondents either agree or strongly agree they are aware of the support offered by the institution for career and professional development [with 39% disagreeing or strongly disagreeing and 12% indicating it was not applicable or they did not know]. 95% of research manager respondents feel either confident or very confident in actively supporting staff towards their career aspirations. 1b. Partially actioned. As at June 2023, there are 247 Goldsmiths users registered with Vitae. In the past 12 months there have been 656 page views by those signed into Goldsmiths registered accounts. The 5 most popular webpages have been 'Writing a Research Proposal', 'Professional Development for Researchers', 'Coaching and Mentoring Researchers', 'About the Researcher Development Framework' and 'Vitae Publications'. Permanent links to Vitae currently included on Researcher Development Hub, Research and Knowledge Exchange Department Site, Research Grant Management Induction Pack, and centrally delivered Researcher Development Slides. 1c. Actioned. Researcher Development Hub is increasingly used to book training sessions and access resources, though direct email communications continue to be the most effective method of engagement. Site views have greatly surpassed stated goal of 500 per term and are now at an average of 641 views per month. The Research Training Calendar (introduced Feb '23) currently has 614 views and 184 unique viewers and is increasingly used as a method for accessing training opportunities. 2. Ongoing. Currently there is no mechanism to capture value of research fund bids related to researcher development activity. Goldsmiths has advocated research software provider 'Worktribe' to include 'researcher training/development' as a default DI cost sub-heading on the budget builder feature. We continue to raise the point in group and individual supplier engagement interactions. The Research Services Pre-Awards team encourages consideration of professional development and researcher development activity when helping researchers develop research budgets and workplans. 3. Partially Actioned. We have implemented the annual performance review via the PDR process for all colleagues. The process is integral to the progression/promotion process for researchers. Researchers are included in skill-based learning and development offerings. In addition, we will support the career development for all researchers with further tailored learning opportunities, like PG Cert, AdvancedHE fellowships, etc. in 2023/24. This compulsory deployment should apply to all eligible researchers. 4. Actioned. The researcher training programme continues to develop year on year with an increasingly wide-ranging offer, engaging an increasingly diverse attendee base. HoD and DoR training requests continue to be fed into the programme alongside named and anonymous researcher requests. The programme continues to adapt in relation to post-Covid working norms, accessibility considerations, and participant feedback. Annual reports on the programme are submitted for consideration and direction from the Research and Enterprise Committee. Academic year 22/23 more than doubled the number of centrally delivered events (30) and nearly doubled attendance (557) from the start of the reporting period.	1. Carried Forward. [Activity carried forward to meet success measurement.] 1b. No Further Action. [Activity to be amended in forward action plan to bring resources 'in-house' rather than relying on researchers to register and login to external resources.] 1c. No Further Action. [Activity to continue as business-as-usual.] 2. Carried Forward [Based on data availability, tracking of inclusion of budget for development activity will be more reliably tracked through awarded grant budget/expenditure. Revised success measurements included in forward action plan.] 3. No Further Action. [Activity to continue as business-as-usual.] 4. Ongoing Priority [Programme development to continue.]
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	See PDR objectives (outlined above)  Increase engagement with PDR training by promoting sessions to researchers, PIs and Heads of Department: Publicise the PDR process via direct communication.  Develop an approach to workload modelling which ensures staff have time to attend training and development, contribute to institutional policy and projects and participate in equality, diversity and inclusion initiatives, so that researchers and their managers are supported to develop their careers	Aim for 20 researchers to have completed training and provided positive feedback (80% agree training improves their approach to PDR) by June 2022.  Workload modelling review (mentioned above) includes consideration of time to participate in training and other activities relevant to career development.	June 2022  September 2023	HR OD&E  HRD	1. Amended. Managers of researchers are guided to conduct PDR on an annual basis to engage researchers with career conversations. The revised PDR with a future-focus approach in 2023/24, will be structured to provide meaningful career planning dialogue between researchers and their respective line manager. Researcher feedback to be incorporated into launch of revised PDR. 2. Partially actioned. The workload model is undergoing review and consultation with key stakeholders including Heads of Department, staff and Unions in 2023/24. Consultation and implementation detailed as action points in forthcoming cycle.	1. Carried Forward [The revised PDR guidance will be launched in 2023/24, collecting regular feedback thereafter] 2. Carried Forward [Complete review of workload modelling through consultation with Heads of Department, staff and Unions in forthcoming action period.]

PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	<p><b>Provide professional resources for researchers continuing their career outside of academia, with specific attention to practice-based researchers going on to pursue freelance careers.</b></p> <p>1.HR publicise 1-1 and group coaching options to researchers via Department Research Directors and HoDs and dedicated webpage for Researcher Development</p> <p>2. HR share best practice about mentoring with depts.</p> <p>3. R&amp;E (RTO) pilot targeted mentoring programme linking ECRs with mentors from other departments, 5 ECRs/Mentors to focus on research grant development. Conduct before and after participant surveys, monitor pilot and report to relevant parties (CWG, Departments, REC)</p> <p>4. R&amp;E to develop contacts with careers service to run 1xtraining event on career planning and opportunities + 1xsession on careers outside academia</p> <p>5. R&amp;E consolidate resources on becoming self-employed, IP, project management, consultancy, recognising that many researchers will pursue freelance career; upload to Researcher Development Hub, share link with ECRs, Practice Research Group, Research Managers and create a selection of case studies that spotlight careers outside academia.</p> <p>[See also PCD15]</p>	<p>1.Increase coaching take-up from 5 (Nov 2022) to 10 researchers (Nov 2023). Coaching evaluation indicates 80% find it helpful for career development.</p> <p>2. 80% of Heads of Department have shared the mentoring guidance with their teams by Nov 2022. 100% of departments have mentoring in place by Nov 2023. Researcher survey indicates at least 50% know how to access mentoring and of those who have a mentor 80% report positive experience in supporting career progression</p> <p>3. Participant feedback indicates that 80% feel mentoring has supported them in their career progression.</p> <p>4. Majority of feedback on career sessions indicates support for delivering and annual career seminar programme of events in a/y 2022/2023.</p> <p>5. RD Hub website stats show researcher engagement with resources and career development case studies.</p>	<p>Nov 2022 – Nov 2023</p> <p>Nov 2023</p> <p>April 2022</p> <p>July 2022</p> <p>Dec 2022</p>	<p>HR - OD&amp;E</p> <p>RTO</p> <p>RTO, Enterprise team, Careers Dept</p> <p>RTO/Enterprise team</p>	<p>1. Amended. POD supports individual departments to conduct Mentorship and Coaching upon request through consultation. 55% of researchers are currently, or very recently been, matched in a mentorship pairing. Coaching continues to be available to all research staff. A distinct development programme for BAME researchers was engaged to support up to 6 researchers with career coaching and workshop based career development support. A further 6 academic staff participated in coaching in '22/'23 4 more in SEAL - Action Learning Sets.</p> <p>2. Partially Actioned. POD supports the departmental mentorship programme offer through a consultancy role, sharing best practice about mentoring in 2022/23. 55% of researchers are currently, or very recently, matched in a mentorship pairing. Institutional research culture funding was sought to support the implementation of a workload, college wide mentorship programme in 2023. Further bidding to support this activity included as activity in the forward action plan.</p> <p>3. Actioned [Amended]. A cross-college programme of research bid development mentorship was piloted in 2022 with 9 researchers from different departments across the college under the mentorship of researchers from The Missenden Centre. Programme evaluation received excellent qualitative feedback and was expanded to 18 participants [1 from each department] in 2023. Expanded programme to continue through business-as-usual. An institutional bid for Research Culture funding from The Wellcome Trust was submitted for consideration in May 2023 for resource to provide for additional staff and training support to initiate a large-scale, cross-departmental research mentoring programme promoting equity and researcher career development. Researcher mentoring programmes continue to be operated at departmental level, with 55% of CEDARS researcher respondents indicating they are currently or have recently been involved in a mentorship pairing.</p> <p>4. Action amended. During this cycle careers expertise was brought in-house with a remit currently limited to student and research student activity. Ongoing activity in researcher career development continues to be provided by Research and Knowledge Exchange. Training, case studies, and resources for career planning (both inside and outside academia) available via the Researcher Development Hub with links to external resource subscriptions from Vitae and Elsevier. The Epigeum researcher training programme 'Advancing your Research Career' is currently in procurement negotiations for expected roll out in Autumn 2023.</p> <p>5. Partially Actioned. Resources and newly written research consultancy policy now available on RKE department website. Identification and consolidation of self-employment, IP, and Project Management resources to be carried forward.</p>	<p>1. Ongoing [Continue to promote mentorship and coaching relationships across Goldsmiths, showcasing successes]</p> <p>2. Carried forward [Bid for funding to support institution wide mentorship programme in forward action cycle.]</p> <p>3. No Further Action. [Activity to continue through business as usual.]</p> <p>4. No further action. [Revised activity in light of changed remit and resource in forthcoming action plan.]</p> <p>5. Carried Forward. [Partially actioned. Project ongoing.]</p>
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	<p><b>Provide professional resources for researchers continuing their career outside of academia, with specific attention to practice-based researchers going on to pursue freelance careers.</b></p> <p>1.HR publicise 1-1 and group coaching options to researchers via Department Research Directors and HoDs and dedicated webpage for Researcher Development</p> <p>2. HR share best practice about mentoring with depts.</p> <p>3. R&amp;E (RTO) pilot targeted mentoring programme linking ECRs with mentors from other departments, 5 ECRs/Mentors to focus on research grant development. Conduct before and after participant surveys, monitor pilot and report to relevant parties (CWG, Departments, REC)</p> <p>4. R&amp;E to develop contacts with careers service to run 1xtraining event on career planning and opportunities + 1xsession on careers outside academia</p> <p>5. R&amp;E consolidate resources on becoming self-employed, IP, project management, consultancy, recognising that many researchers will pursue freelance career; upload to Researcher Development Hub, share link with ECRs, Practice Research Group, Research Managers and</p>	<p>1. 100% of new research staff (within 1 year of starting contract) have filled in Worktribe profiles</p> <p>2.By June 2022 more than 80% of researchers have developed a profile on Goldsmiths website</p> <p>3. Snapshot survey of R-only staff by June 2023 shows that 70% researchers report having had more opportunities to lead as a result of project delegation.</p> <p>4.Aim for 5 researchers to have participated in leadership programme by 2022 increasing to 10 by June 2023. Participant feedback indicates that 80% feel the training has supported them in their career progression.</p>	<p>June 2023</p> <p>June 2022</p> <p>June 2023</p> <p>June 2022 - 2023</p>	<p>RS Pre-Awards RTO</p> <p>Comms</p> <p>RTO</p> <p>HR OD&amp;E</p>	<p>1. Amended. RKE led campaign to update Worktribe profiles completed in summer 2022. Autumn 2023 will see a second concentrated campaign, this time to update external-facing website profiles as part of the forward action plan. Goldsmiths is currently in the midst of procuring Epigeum's Advancing Your Research Career, which includes topics on researcher identity and visibility. Working with the Media training was provided in Spring 2022 – with 30 research staff participating.</p> <p>2. Carried Forward. Comms department to directly contact all researchers in Autumn 2023/Spring 2024 with detailed instructions on updating external-facing profiles and offering assistance to support researchers with updating these profiles.</p> <p>3. Partially Actioned. 56% of CEDARS respondents indicated they agree or strongly agree that they have given or received opportunities to lead or develop through delegation in research project activities. Collection and distribution of examples to raise awareness and frequency of delegation as a development opportunity to be carried forward.</p> <p>4. Actioned. Researchers have been provided with opportunities to attend leadership training on topics such as delegation and motivation, as well as workshops on the principles of collaborative working. A review of the Leadership and Management Framework has been completed and has been available for all staff in the College since 2022/23. 25 researchers have participated in the newly launched programme, more than doubling the target figure. Participant feedback has been used to improve the programme content and delivery. Wording of success metric not specifically measured in feedback forms, however qualitative feedback has been used to improve programme content and delivery with multiple attendees opting to attend further leadership training.</p>	<p>1. No Further Action. [Further profile development and researcher identity support / training commitments in this area to be revised in light of researcher feedback in forward action plan.]</p> <p>2. Carried Forward [Delayed action requires evaluation be conducted in forward action plan.]</p> <p>3. Carried Forward [Target not met. action to be revised and carried forward.]</p> <p>4. No Further Action. [Activity continues through business as usual.]</p>
PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this	<p><b>Raise awareness and share knowledge about the benefits of wider engagement in research system, including opportunities to get take up placements, partnerships, consultancy, knowledge exchange and public and/or policy engagement.</b></p> <p>1.R&amp;E (RTO) coordinate 6 events (3 in 2021/22 and 3 in 2022/23) on Knowledge Exchange, public engagement, networking and partnerships, min. 12 participants per session.</p> <p>2.R&amp;E share information about placement schemes, internships via Research &amp; Enterprise newsletter, e-bulletin, ECR Network and direct comms.</p> <p>3.[See PCD13] R&amp;E run session on careers outside of academia, inviting staff and external partners to share insight into their career development outside of academia, Dec 2022 and R&amp;E share a selection of case studies that spotlight careers outside academia via RD Hub.</p>	<p>1. Annual report on researcher training Sept 2022 &amp; 2023 shows majority of participants believe the training will be useful for their career development + year on year increase in registration/participation by June 2023 (from average of 20 October 2021).</p> <p>2. Monitor research uptake on placement schemes through direct communications with departments, report on uptake in 2022 and 2023, and seek a year on year increase through increased visibility.</p> <p>3. Increase to 70% of respondents to CEDARS agree to question 30 'To what extent do you agree that...your manager/supervisors encourage you to consider a wide variety of future career options within and beyond academia' and that answers to question 32 'In which area do you aspire and expect to work in the long term?' indicates that researchers are aware of a variety of potential employment pathways</p>	<p>Sept 2022, 2023</p> <p>June 2023</p> <p>Dec 2022</p>	<p>RTO/ KE manager, PE Manager</p> <p>RTO, R&amp;E Pre-Awards Team</p> <p>RTO</p>	<p>1. Actioned. 'Introduction to Knowledge Exchange', 'Public Engagement', 'Creating Meaningful Partnerships', 'Introduction to Business Engagement', 'Research Policy Engagement', 'Knowledge Transfer Partnerships – Deep Dive', and 'Co-Creating Impactful Knowledge Transfer Partnerships' offered, averaging 18 participants per session. 85% of researcher respondents believe research training activity is useful for their career development (with just 8% disagreeing). Average participation rates for events without participation number caps in 2022/2023 is 23.</p> <p>2. Actioned. During this cycle the R&amp;E newsletter was merged with the Research Opportunities Weekly Bulletin. Placement schemes and internship opportunities have been shared regularly on the ECR Network, Bulletin, and in direct researcher development comms. There were insufficient department responses to meaningfully track engagement with these opportunities. Revised evaluation mechanism to be considered for future action plan.</p> <p>3. Amended. Training including case studies on careers outside academia made available on the Researcher Career Development section of the Researcher Development Hub, provided by external provider, Elsevier's Researcher Academy. 100% of CEDARS research-only respondents agree or strongly agree that their manager/supervisors encourage [them] to consider a wide variety of future career options within and beyond academia'.</p>	<p>1. No further action. [Activity to continue through business-as-usual.]</p> <p>2. Ongoing Priority. [Revised evaluation measurements to be incorporated into forward action plan.]</p> <p>3. No further action. [Revised activity to increase awareness of a range of employment opportunities to be included in forward action plan.]</p>
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	<p><b>Improve our data collection and feedback mechanisms and data collection, including:</b></p> <p>1. CEDARs Survey in 2023 is actively promoted through schools, departments, ECR network, researcher development hub, central comms channels as well as via research mailing lists and direct communication with research-active staff. Information about the benchmarking exercise included also in induction packs of researchers, researcher training events and project-specific meetings related to externally funded research. CEDARs also highlighted at termly departmental meetings to discuss researcher development needs and focus group discussions with R-only staff in particular.</p> <p>2. RTO produce reports on targeted researcher training events and consolidate into annual statement, Sept 2022 and 2023.</p> <p>3. Pilot mechanism for identifying staff development priorities by June 2022, review effectiveness by June 2023</p> <p>4. Monitor researcher engagement with HR staff development and wellbeing programme. Report to HR and Equalities Committee, Research and Enterprise Committee and Concordat Working Group annually and evaluate approach based on feedback from researchers.</p>	<p>1&amp;2. Improved participation rates on previous CROS and PIRLS surveys (c. 5%: May 2019), to 20% by June 2023</p> <p>2. Annual report delivered to REC, September 2022, 2023 and shows year on year improvement on registration for training sessions.</p> <p>3. Evidence of PDR data being used to inform staff development priorities (in dpts and centrally), 2023-2025</p> <p>4. Report annually on researcher engagement, implement recommendations to enhance engagement, review progress by Nov 2023.</p>	<p>March-June 2023</p> <p>Sept 2022 &amp; 2023</p> <p>June 2022</p> <p>Nov 2023</p>	<p>RTO, HR OD&amp;E, CWG, REC, Comms</p> <p>RTO</p> <p>HR OD&amp;E</p> <p>HR OD&amp;E</p>	<p>1. Actioned. Significant effort was put into actively promoting CEDARS '23 via each of the methods mentioned in the action. Staff with contracts that included a research element (T&amp;R &amp; R-only) were engaged with repeated, direct targeted comms. It was agreed with the Graduate School that Doctoral students would be steered towards the PRES, happening during the same period. After adjusting for professional services and teaching only staff submissions, Goldsmiths achieved a research staff response rate of 24.3% (nearly 5x the institution's previous engagement, which did not isolate for research staff by contract).</p> <p>2. Actioned. Annual Researcher Training Reports have been written and presented to the Research and Enterprise Committee for review and oversight. Academic year 21/22 saw a 50% increase in number of centrally delivered training events (12) and 30% increase in attendance (206) on AY 20/21. Academic year 22/23 more than doubled the number of centrally delivered researcher development events (30) and attendance (557) from AY 21/22.</p> <p>3. Actioned. A new staff development framework has been launched in May 2023, available for all researchers at the college. In-house research by Organisational Development and Wellbeing, conducted early in 2022, included interviews and focus group with Heads of Department, and Team leads in both Academic and Professional Services teams. Direct researcher engagement was determined to be a more useful source in weighing and determining priorities than PDR response lists. An all staff survey will be piloted as a more comprehensive mode of development prioritisation in a new action in the coming cycle.</p> <p>4. Actioned. Bi-annual report submitted to People and OD Equality Committee, and senior management team monitoring researcher engagement with Staff Development and Wellbeing Programme. Information is also communicated to the Research and Enterprise Committee in the context of the annual research training update. 61% of researchers feel they are treated fairly in relation to their 'access to training and development opportunities' [CEDARS '25]. Feedback is consistently requested following development events and used to improve the offer for future participants.</p>	<p>1. No further action. [New, higher targets to be included in forward action plan.]</p> <p>2. No further action. [Activity to continue through business-as-usual.]</p> <p>3. No further action. [Activity to continue through business-as-usual.]</p> <p>4. No further action. [Activity to continue through business-as-usual.]</p>
<b>Funders must:</b>							
PCDF1	Incorporate specific professional development requirements in relevant funding calls, terms and conditions, grant reporting, and policies. This should include researchers' engagement in a minimum of 10 days' professional development pro rata per year, and evidence of effective career development planning						
PCDF2	Embed the Concordat Principles and researcher development into research assessment strategies and processes						
PCDF3	Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit						
<b>Managers of researchers must:</b>							

# HREiR Action plan 2021-2023

PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	See PDR Objectives - E15 EM4 ER3 Develop new PDR approach in collaboration with managers of researchers and encourage them to ensure all staff are offered a PDR or equivalent annual review each year.	June 2023 pulse survey reports 100% of managers have undertaken PDR with at least 50% of their research staff.	Nov-23	OD&E	1. Carried Forward. PDR process and template to be reviewed in the coming cycle. 67% of researcher respondents have participated in PDR in the last two years [CEDARS '23]. In 2023/24 the PDR will be revised with integration of career development conversations [E15].	1. Carried Forward
PCDM2	Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments	Pilot targeted mentoring programme linking ECRs and Post Docs with mentors from other departments, start date April 2022. Aim for 5 ECRs/Mentors to participate in pilot.	Monitor pilot and report to REC November 2022. Feedback and report indicate the opportunities and challenges of the scheme and provide the basis for development of sustainable approach, January 2023.	Jan-23	RS REC	[See PCID3] Carried forward. Role vacancies resulted in insufficient staff resource to develop and manage pilot in current cycle. An institutional bid for Research Culture funding from The Wellcome Trust was submitted for consideration in May 2023 for resource to provide for additional staff and training support to initiate a large-scale, cross-departmental research mentoring programme promoting equity and researcher career development. Researcher mentoring programmes continue to be operated at departmental level, with 55% of CEDARS researcher respondents indicating they are currently or have recently been involved in a mentorship pairing.	Carried Forward in PCID3 of forward action.
PCDM3	Allocate a minimum of 10 days pro rata, per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development	See PCID1					
PCDM4	Identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours						
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	Managers of researchers actively engage and feed-back on leadership and management programmes and share insights with other managers	5 research managers to have participated in leadership programme by 2022 increasing to 10 by June 2023. Participant feedback indicates that 80% feel the training has supported them in their career progression and insights / feedback shared with other managers	June 2022, 2023	OD&E Managers	1. Actioned. During 2021/22, we conducted a comprehensive review of the Leadership and Management Framework, in which we conducted consultations with Department Heads and a range of stakeholders across the institution. The framework was then relaunched with a series of tailored management workshops in 2022/23. The framework is designed to allow staff to self-position to course levels based on their experience and role type, and choose the modules that are relevant and appropriate to them. 49 attendees of the 22/23 Leadership programme identify as research managers. While the post-session feedback form didn't quantitatively measure perception of support in career progression, participant feedback has been positive with constructive criticisms consistently used to improve programme quality.	1. No Further Action [Activity continues through business-as usual]
<b>Researchers must:</b>							
PCDR1	Take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year	See PCID1					
PCDR2	Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments						
PCDR3	Maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications	See PDR Objectives - E15 EM4 ER3 Develop and share examples of career development plans and approaches that support researchers, encourage line managers to discuss these with these staff and publicise via direct emails to researchers	Set targets for monitoring and evaluating engagement of researchers in the career development planning process. Evaluate in Nov 2023 and set specific targets in 2023-25 Action Plan.	Nov-23	OD&E	1. Actioned. (Ongoing). Multiple research-specific career development plan templates have been shared in the Career Development section of the Researcher Development Hub, publicised via direct email to researchers. As part of the consultation towards reviewing PDR process, career development conversations will be built into PDR in 2023/24. Targets to be set in relation to the development of the revised PDR process. A development course on Advancing Your Research Career, including the creation of a career development plan has been procured for launch at the start of the forthcoming cycle.	1. Ongoing [Revised PDR with corresponding targets will be launched in 2023/24 to facilitate career conversation elements]
PCDR4	Positively engage in career development reviews with their managers	See PDR Objectives - E15 EM4 ER3 Develop new PDR approach in collaboration with researchers setting out how best to utilise PDR discussions so that they are meaningful for their career development	June 2023 pulse survey reports 50% of staff have participated in PDR in the past year.	Nov-23	OD&E	1. Partially actioned. Following the upcoming researcher consultation and subsequent implementation, the revised PDR record will serve as an up-to-date tool and record for career development planning. The review will take place every year in order to review progress and guide career development discussion accordingly. For all academic progression, PDR dialogue is compulsory. 67% of researchers indicate having participated in the PDR process in the last two years [CEDARS '23].	1. Carried Forward [Activity continues, and revised PDR will be launched in 2023/24 to enable career conversation elements in the meeting. E15]
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills						
PCDR6	Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation	Promote initiatives such as the Public Engagement awards so that Researchers at all stages of their career are aware of the wider research environment and are supported to gain recognition for their work in this area.	Nominations to each researcher career stage category increase by 20% by 2023. Attendance of the awards ceremony increases by 20% by 2023.	Nov-23	PE Manager	1. Action Amended – In lieu of awards, project funding was made available to encourage further public engagement activity. The internal Public Engagement and Civic Engagement project funding awards were initiated in 22/23 academic year to promote researcher engagement with non-academic publics. These funding opportunities are open to researchers at all career levels, regardless of contract type. Award recipients are celebrated in College communications, with projects promoted both internally and externally.	1. No Further Action. [Activity continues through business-as-usual.]

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