

Appendix 2: Concordat Implementation and HR Excellence in Research Action Plan, 2022-2024 (AP2022 – forward-looking)



HR EXCELLENCE IN RESEARCH

Institution name: Queen Mary University of London

Cohort number: 4

Date of submission: 28 Jan 2022

Institutional Context: Queen Mary University of London is organised into three Faculties: the School of Medicine and Dentistry (SMD), Humanities and Social Sciences (HSS), and Science and Engineering (S&E), that are further sub-divided into 22 Schools and Institutes located across five research campuses. As a multidisciplinary research-intensive institution with approximately 519 postdocs and research fellows (See below), providing our researchers with world-class support and a research environment that enables them to flourish, are two of the three pillars of [Queen Mary's Strategy 2030](#). Queen Mary has held the [HR Excellence in Research Award](#) (HREiR) since 2012, marking 10 years in championing, and implementing The Researcher Development (RD) Concordat's principles. Queen Mary became a Concordat [Signatory](#) in 2021, reaffirming our commitment to our researchers. In 2020, we launched a new RD Concordat Implementation Group (RDCIG) with representation of research staff and academic staff (managers) from all Faculties, and our Vice Principal of People, Culture, and Inclusion (VP-PCI), Sheila Gupta, as our Concordat Champion. The group is chaired, managed, and supported by the RD Team in the Queen Mary Academy.

The institutional audience for this action plan includes (broken down by Faculty)

Audience	QMUL total Faculty breakdown	Comment
Research Staff	600	A catch-all term for researchers (with and without doctoral qualifications) who may or may not be on the typical academic career track. Job families include postdocs, technicians, research support staff, or senior research staff. This does not include individuals on teaching-only contracts.
HSS	63	
S&E	169	
SMD	368	
Postdocs	519	Research Staff with doctoral qualifications, typically on fixed term or rolling contracts, usually funded on a research grant in their line manager's name. (e.g., Postdoctoral Research Assistant, Postdoctoral Research Associate). In the SMD, this can include clinical researchers.
HSS	56	
S&E	152	
SMD	311	
Research Fellows	186	Fellows are a subset of postdocs who are on some form of fellowship or self-support, including clinical fellows (who are typically affiliated with SMD).
HSS	35	
S&E	41	
SMD	110	

NB: These numbers are from August 2021 and include staff members on research contracts.

For each Concordat obligation that will be actioned upon in AP2022 we present relevant institutional policy, practice, and data in the top row, and the detail of the action in the lower row.

No.*	Abbreviated Obligation	Relevant Queen Mary policy, practice, and data					
		Action	Success measure	Deadline	Responsibility	Progress update	Outcome/result
		Detail of Action	SMART success measure	Delivery date	Stakeholders leading on action		

* No. coding: Principle (EC=Environment and Culture, E=Employment, PCD=Professional and Career Development); Stakeholder Group (I=Institutions, M=Managers, R=Researchers); Number

Environment and Culture (EC)

Institutions (I) must:

ECI1	Ensure that all relevant staff are aware of the Concordat	57% of QMUL postdocs surveyed in the Culture, Employment, and Development in Academic Research Survey (CEDARS) 2021 and 50% of academic staff (managers of researchers) had not heard of the RD Concordat (both in-line with the national benchmarks (BM)).					
		Action	Success measure	Deadline	Responsibility	Progress update	Outcome/ result
		AP2022 Aim 1: A Concordat Signatory Action Plan Launch Event is being planned for early February 2022 that will feature the first Concordat Signatory Action Plan (AP2022), the new Research Staff Code of Practice (CoP), and Welcome Pack resources.	Event runs with a minimum of 50 of research attending from all three faculties.	February 2022	RDCIG		
ECI2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	<p>Queen Mary's Five Core Values are Inclusivity to nurture and support a diverse group of talented students and staff, Pride in the difference we make collectively, Ambition to foster creativity and innovate in a Collegial manner through listening, cooperation, and co-creation, acting with the highest Ethical standards and with integrity. These values (IPACE) are well embedded in our Strategy 2030, and its enabling plans and are further enhanced through our Values in Action framework, designed to support a common understanding of what the Values means to colleagues across Queen Mary.</p> <p>Since our last Action Plan three new senior appointments have been made: the Vice Principal of People, Culture and Inclusion (VP-PCI), Sheila Gupta, MBE (QMUL's Concordat Champion), and Alex Prestage, the Head of Equality, Diversity and Inclusion, and appointment of an EDI Manager in the final quarter of 2021 who will lead on race equality at Queen Mary. Work on race equality is underway, and will be further supported by this new post.</p> <p>The Research Staff Code of Practice, which is mapped to the Concordat and communicates all HR policies relevant to researchers, focusing on the Environment and Culture and how these are enriched by our IPACE values.</p> <p>In Jan 2021 QMUL made 'Introducing Inclusion' (hosted on our online learning environment, QM+) mandatory for all staff. This bespoke e-learning module covers 'the basics' of EDI in HE/the workplace and goes on to explore (un)conscious bias.</p>					
		Action	Success measure	Deadline	Responsibility	Progress update	Outcome / result
		AP2022 - Aim 7: The EDI Team to implement a new operating model for the team and updating university-wide strategies for Gender and Race Equality, LGBTQIA+ and Disability Inclusion, supported by Athena Swan, REC,	An updated EDI strategy with follow-on aims pertinent to researcher community will be reported in our AP2023.	January 2023	EDI Team (HR)		

ECI2 cont'd		<p>Disability Confident scheme, and the University Mental Health Charter.</p> <p>Postdoc representatives on RDCIG run annual focus groups with postdocs and early-career researchers. We will make discussions around EDI initiatives and strategy a regular part of these events.</p> <p>See ECI1 – AP2022 Aim 1: AP2022 Aim 1: A Concordat Signatory Action Plan Launch Event</p>	A majority (>50%) of focus group attendees feeding back that new EDI strategy demonstrates the institution’s commitment to equality, diversity and inclusion.	August 2023	RDCIG		
ECI3	<p>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</p>	<p>Research staff are encouraged to take positive action towards maintaining their wellbeing and mental health and refer to HR wellbeing guidance. Support for staff on emotional matters, life challenges, workplace effectiveness, and wellbeing and stress management can be found through the Employee Assistance Programme.</p> <p>Our VP-People Culture and Inclusion (VP-PCI) leads a steering group on Wellbeing and Mental Health that includes a number of stakeholders who either have expertise with wellbeing or mental health, or lead in these areas with specific staff of student groups, and some external stakeholders. The group is currently evaluating the Universities Mental Health Charter.</p> <p>QMUL launched its Report + Support platform in October 2019. Report + Support is a secure online platform which allows students, staff, and visitors to report issues of bullying, harassment, hate crime or sexual violence. Reports may be anonymous, or may request contact with staff. In addition, it contains a number of information resources and links to institutional training on sexual violence support awareness, violence against women and girls first aid, hate crimes awareness, and ‘honour’-based abuse and forced marriage. A summary report from 2020 (one year after launch) is available here.</p>					
Action		Success measures	Deadline	Responsibility	Progress update	Outcome / result	
not actioned in AP2022							
ECI4	<p>Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health</p>	<p>The Researcher Development Team introduced a workshop for Academic Staff (Managers of Researchers) on ‘Supporting the mental health and wellbeing of your researchers’ in 2019, and has been attended by over 40 academics, and 20 fellows, and postdocs, since then. This came about as part of a larger body of Catalyst Fund work around PhD student wellbeing that produced a series of resources available to all researchers via QM+ (more information here). In 2020, an additional suite of five Researcher Wellbeing Webinars including the topics: Navigating Change and Uncertainty; Stress, Resilience and Strengths; Wellbeing techniques for working remotely; Practical techniques for managing stress as a Researcher, and Assertive Communication Skills for Researchers. In 2021, a sixth workshop on Building confidence as a researcher through embodied practices, was added. Over 30 Research and Academic Staff have attended these courses since they were introduced.</p> <p>See ECM1 – EDI Training available from Organisational and Professional Development (OPD)</p>					

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ECI5 ECI5 cont'd	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	<p>Queen Mary is committed regularly assessing how we support, review and undertake research to ensure that our practice is of the highest quality in terms of Research Ethics and Integrity, and has adopted the commitments of the UUK Concordat to Support Research Integrity (RI; See: Strategy 2030). We are currently updating our webpage to track our progress against our RI Concordat commitments, but policies relating to Research Integrity (RI) and Research Ethics can be found here, and our QMUL Council's Audit and Risk Committee the 2019/20 RI report is available here.</p> <p>In SMD, training is available to all research staff and students, and Prof Jonathan Grigg, Deputy Dean for RI, advises the faculty on emerging themes and serves as a principle contact for RI-related queries.</p> <p>From CEDARS 2021, a majority of our researchers (approx. 80% of postdocs and 72% of academic staff (managers)) think Queen Mary promotes the highest standards of research integrity, in-line with the national BM. However, 52% postdocs and 41% of managers responded negatively when asked about their familiarity with institutional research integrity/misconduct reporting mechanisms. Fewer Queen Mary researchers are familiar with the Concordat to Support Research Integrity when comparing to BM: on average, 62% of postdocs (BM: 54%) and 48% of managers (BM: 38%) claim to have never heard of this.</p> <table border="1"> <thead> <tr> <th>Action</th> <th>Success measure</th> <th>Deadline</th> <th>Responsibility</th> <th>Progress update</th> <th>Outcome/ result</th> </tr> </thead> <tbody> <tr> <td>AP2022 – Aim 2: new Researcher Induction events will be planned as follow-on events from QMUL Staff Welcome events. These events will signpost the relevant policies outlined in the CoP, and feature presentations on important topics like research ethics and integrity.</td> <td>First induction event run for researchers as follow-on event from QMUL Staff Welcome events. 70% of attendees would recommend the event to a colleague through event feedback surveys.</td> <td>January 2023, and 3x per year thereafter Jan 2024</td> <td>RDCIG, and relevant stakeholders</td> <td></td> <td></td> </tr> </tbody> </table> <p>See <i>ECI1 - AP2022-AIM 1: A Concordat Signatory Action Plan and CoP Launch Event</i></p>						Action	Success measure	Deadline	Responsibility	Progress update	Outcome/ result	AP2022 – Aim 2: new Researcher Induction events will be planned as follow-on events from QMUL Staff Welcome events. These events will signpost the relevant policies outlined in the CoP, and feature presentations on important topics like research ethics and integrity.	First induction event run for researchers as follow-on event from QMUL Staff Welcome events. 70% of attendees would recommend the event to a colleague through event feedback surveys.	January 2023, and 3x per year thereafter Jan 2024	RDCIG, and relevant stakeholders		
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Managers of researchers (M) must:																			
ECM1	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work	<p>Our OPD Team, which sits in HR, runs a programme of EDI training courses and workshops, several of which are mandatory, as well as several online (self-paced) modules hosted on our online learning environment (QM+) aimed at all staff, and in particular staff managers.</p> <ul style="list-style-type: none"> • Introducing Inclusion (Mandatory for all staff): moved to a self-paced online module in 2020/21 • Unconscious Bias (Mandatory for all staff): moved to a self-paced online module in 2020/21 • EDI Wellcome Programme – Unconscious Bias Workshop (by invitation) – run once in April 2021 • The Active Bystander: awareness training for staff (Strongly encouraged) – runs 12-times per year since 2020/21 																	

ECM1 cont'd		From CEDARS, 77% of managers across all faculties (6% above national benchmarks) have attended EDI training, and 12% would be interested in attending.					
		Action	Success measure	Deadline	Responsibility	Progress update	Outcome/result
		AP2022 – Aim 8: Explore new training options for Managers of Researchers. We will review what is currently available to support managers of researchers to develop their practice and assess areas to expand our training provision for this group	To complete a Training Needs Analysis mapped to a review of current provision for Managers of Researchers to support EDI, Leadership, and line-management roles	September 2022	RD Team and the Queen Mary Academy		
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	<i>See EC15 – CEDARS DATA on postdoc and academic staff relevant to Research Integrity</i>					
		Action	Success measures	Deadline	Responsibility	Progress update	Outcome/result
		not actioned in AP2022					
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	Research staff are encouraged to take positive action towards maintaining their wellbeing and mental health and refer to HR wellbeing guidance . Support for staff on emotional matters, life challenges, workplace effectiveness, and wellbeing and stress management can be found through the Employee Assistance Programme .					
		From CEDARS, 78% of postdocs and 54% managers think their managers promote good work-life balance [BM: 75% postdocs; 61% managers/academics]					
		In semi-structured interviews, when asked to describe their local research environment and culture, most Heads of Schools/Institutes described their research culture as supportive to their researchers' mental wellbeing. For example, during the period of COVID lockdowns, many would describe the addition of regular 'coffee-mornings' to the standard research (group) or lab meetings in order to be more attentive to their researchers' state of mind during the pandemic.					
		Action	Success measures	Deadline	Responsibility	Progress update	Outcome/result
		not actioned in AP2022					
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	It is understood that the nature of an individual's research may require them to work outside standard hours, or for greater than the standard work week's hours on occasion. QMUL supports flexible working practices and encourages discussions between research staff and their line managers that should include any appropriate risk assessments to account for flexible, lone and out of hours working, while taking the researcher's wellbeing into consideration. In addition, we offer our staff a range of parental leave provisions, detailed here .					
		From CEDARS 2021, most postdocs (77%) and academic staff (64%) agree that Queen Mary treats them fairly with respect to flexible working requests, in line with others from the sector.					

		The majority (72%) of academic staff who manage research staff report a confidence in their ability to manage flexible working appropriately (BM: 74%).					
		Action	Success measures	Deadline	Responsibility	Progress update	Outcome/result
		not actioned in AP2022					
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	<p>School and Institute Gender Equality (Athena Swan) Committees are usually chaired and well-engaged with by members of academic staff (managers of researchers). In addition, from interviews with heads of School and Institute Directors, over half of our Schools/Institutes have appointed a member of academic staff to oversee matters pertaining to postdoc culture. Those who haven't appointed someone specific include this as part of the Director of Research's role, and often these are supported by their local Research Manager.</p> <p>Our academics and postdocs also highly involved in our Staff Networks: Parents and Carers Network, QMOut (LGBTQ+ Staff Network), and the Disability Network. In addition to supporting fellow staff members in these networks, each one is involved in a number of different campaigns that are typically led by our EDI team, which promote a positive work culture and research environment, like events around Pride Month, Trans Day of Visibility, and Black history month.</p> <p>AP2020 – Aim 7 led to the formation of the RDCIG that features representation of academic staff managers from all faculties. These researchers contributed to the drafting and revision of the new Research Staff Code of Practice, and also helped to facilitate faculty forums, that enabled consultation with other postdocs and academic staff towards our RD Concordat AP2022.</p>					
		Action	Success measures	Deadline	Responsibility	Progress update	Outcome/result
		AP2022 – Aim 9: RDCIG to reassess the group structure, representative's roles (including those of postdocs and academic staff managers), and Terms of Reference to de-centralise and better embed action planning across the institution, including greater integration with cross-institutional EDI efforts.	<p>New Terms of Reference published online</p> <p>Improved local level engagement including actions originating from School/Institute levels for our next action planning cycle AP2023</p> <p>New data sharing plan communicated to relevant stakeholders by RDCIG Manager, to feedback from focus groups and CEDARS with various stakeholders in the institution in order to better embed action planning</p>	<p>April 2022</p> <p>January 2023</p> <p>February 2023</p>	RDCIG with input from appropriate stakeholders		

	relation to discrimination, harassment, bullying, and research misconduct	not actioned in AP2022																	
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	<p>Across Queen Mary, most of our Schools and Institutes invite research staff to contribute to various School and Institute committees that work towards creating and maintaining an inclusive research culture, including Athena Swan Self-assessment teams, and local research staff associations like the HSS ECR Network, the BCI Postdoc Forum, and the School of Engineering and Materials Science (SEMS) Postdoc Network, and the UK-EU Postdoc Slack Group which was launched by an SMD postdoc.</p> <p>The RDCIG features representation of postdoctoral researcher from all faculties. These researchers helped to facilitate focus groups with other postdocs and fellows to discuss Queen Mary's research environment and culture. Interviews with Heads of Schools/Institutes also discussed culture, giving examples of how their postdocs and early-career researchers (including PhD students in some disciplines) contributed to various decision-making committees, or organised other elements of their research culture (e.g., journal clubs, local Research Staff groups).</p> <p>In HSS (Geography): research clusters are co-chaired by a member of academic staff and an early career researcher (postdoc or PhD student)</p>																	
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Employment (E)

Institutions (I) must:

E11	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	<p>QMUL recognises the importance of fair, transparent and merit-based recruitment, and effective support and performance management of our research staff, as provision of good employment conditions will have positive impacts on our researcher wellbeing, and our research excellence. Our Recruitment Policies and Procedures can be found on the HR webpage.</p> <p>Staff Recruitment and Interview training is run by OPD (HR) and is mandatory for anyone who will sit on a recruitment panel, with refresher training mandated every 3 years.</p>																	
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E12	Provide an effective induction, ensuring that researchers are	<p>Our OPD Team organises Welcome Events for <u>all staff</u> three times per year, to which newly hired postdocs and academic staff are invited. Of the postdocs surveyed in CEDARS 2021, approximately 60% found these events useful or very useful (BM: 52%). When asked similarly</p>																	

	integrated into the community and are aware of policies and practices relevant to their position	<p>about local induction practises for their role, approximately 70% found these useful (BM: 72%). Feedback collected from both focus groups and interviews with Heads of School/Institute suggest that more comprehensive guidance for researchers about relevant policies and institutional support mechanisms would be useful to them.</p> <p>As part of AP2020 (Aim 2), we aimed to produce a better set of resources for newly hired researchers. To this end, the RDCIG has produced a Research Staff Code of Practice (CoP) which contains information about policies and support mechanisms relevant to researchers. This CoP is being finalised and will be launched as part of an event we have planned for February 2022, that will also feature the announcement of AP2022, our first action plan as a Concordat Signatory.</p> <table border="1" data-bbox="573 400 2143 564"> <thead> <tr> <th data-bbox="573 400 1128 464">Action</th> <th data-bbox="1128 400 1451 464">Success measures</th> <th data-bbox="1451 400 1621 464">Deadline</th> <th data-bbox="1621 400 1845 464">Responsibility</th> <th data-bbox="1845 400 1995 464">Progress update</th> <th data-bbox="1995 400 2143 464">Outcome/result</th> </tr> </thead> <tbody> <tr> <td data-bbox="573 464 1128 564">See <i>EC11 & EC15</i> and AP2022 Aim 1 (CoP Launch and Welcome Packs) and Aim 2 (New Researcher Induction Events)</td> <td data-bbox="1128 464 1451 564"></td> <td data-bbox="1451 464 1621 564"></td> <td data-bbox="1621 464 1845 564"></td> <td data-bbox="1845 464 1995 564"></td> <td data-bbox="1995 464 2143 564"></td> </tr> </tbody> </table>	Action	Success measures	Deadline	Responsibility	Progress update	Outcome/result	See <i>EC11 & EC15</i> and AP2022 Aim 1 (CoP Launch and Welcome Packs) and Aim 2 (New Researcher Induction Events)					
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E13 E13 cont'd	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	<p>Information on how positions are graded and remunerated at Queen Mary is available on the HR website.</p> <p>Currently there isn't a standard promotion path from postdoc (research staff) positions to academic staff (lecturer and above); postdocs with sufficient experience are welcome to apply for academic posts, either when they are advertised internally, or externally. On a per-case basis, some high-performing researchers and those who have received research fellowships can sometimes be considered for new academic staff posts. There are also open-ended (contract) 'staff scientist' positions in several of the larger Schools and Institutes, which tend to recruit more senior postdocs with experience.</p> <p>The annual Staff Bonus Scheme recognises and rewards exceptional contributions made staff colleagues of role in Grades 1-7 across the University (postdoc researcher grades typically Grades 4-7). The criteria for eligibility have been both simplified and more closely aligned to our IPACE Values. This new streamlined approach is open to everyone regardless of the length of time in post, and have recognised the unique circumstances of Covid19, national lockdowns and Covid response. More information is available here.</p> <table border="1" data-bbox="573 970 2143 1066"> <thead> <tr> <th data-bbox="573 970 1128 1034">Action</th> <th data-bbox="1128 970 1451 1034">Success measures</th> <th data-bbox="1451 970 1621 1034">Deadline</th> <th data-bbox="1621 970 1845 1034">Responsibility</th> <th data-bbox="1845 970 1995 1034">Progress update</th> <th data-bbox="1995 970 2143 1034">Outcome/result</th> </tr> </thead> <tbody> <tr> <td data-bbox="573 1034 1128 1066">not actioned in AP2022</td> <td data-bbox="1128 1034 1451 1066"></td> <td data-bbox="1451 1034 1621 1066"></td> <td data-bbox="1621 1034 1845 1066"></td> <td data-bbox="1845 1034 1995 1066"></td> <td data-bbox="1995 1034 2143 1066"></td> </tr> </tbody> </table>	Action	Success measures	Deadline	Responsibility	Progress update	Outcome/result	not actioned in AP2022					
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E14	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	<p>Developing leadership behaviours is relevant to all members of the Queen Mary community, not simply managers or those in senior roles. In June 2021 Queen Mary launched a new leadership framework, Leading Together. The framework is a developmental tool that describes the behaviours - at every level of leadership - that demonstrate our Queen Mary Values. Resources include a self-assessment tool to help staff to focus their development. Leading Together is complemented by Pathways to Leadership, a new development programme to support individual progression and build Queen Mary's management and leadership capacity. OPD (HR) introduced a series of Leadership development courses to support this framework that are open to all staff, these include:</p> <ul style="list-style-type: none"> • Preparing for a leadership and management role • Stepping into leadership and management • Established Managers, Emerging Leaders • Transition to organisational leadership • Heads of School/Institute or Leadership development (by invitation) 												

		<p>To complement this, The Queen Mary Academy is developing new programmes for emerging leaders in research and education, for launch in 2022.</p> <p>In addition, OPD also offer courses on Managing Remotely, and Coaching as a Manager. With exception of the Heads of School/Institute training, all other courses are open to all staff, and approximately 3-4 Academics (managers) have attended each of these courses this year. Postdocs also engaged with the 'Preparing for leadership' and 'Stepping into leadership' workshops.</p>												
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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	<p>The QMUL appraisal window runs from May to January (extended in 2021/22). The process is intended to ensure a shared understanding of work-related objectives, to provide an opportunity to celebrate successes, to identify and address any obstacles to achieving objectives, to identify strengths and development needs, and to enable discussions of career aspirations. In 2019/20 as part of AP2020 – Aims 1 and 1a, OPD (HR) led a review of the staff electronic appraisal (E-appraisal) forms and the guidance that is available for organises training for reviewers (appraisers; managers) and appraisees. RD Team participated in this review and fed-in information collected from research staff (postdocs) from the Careers in Research Online Survey 2019 (predecessor to CEDARS), and feedback from focus groups that were run in the lead-up to our AP2020 reporting deadline. Additional information about appraisal, including links to the guidance available for managers, is available here.</p> <p>OPD also organises a set of training courses – Appraisal Training for Reviewers that are strongly-recommended both reviewers (managers) and appraisees, that has been redeveloped into a set of self-paced training resources online.</p> <p>See <i>E13 – Promotion paths.</i></p>												
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See <i>ER3 – Appraisal engagement monitoring</i>														
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	<p>The approval and recruitment process for fixed-term contracts is identical to that for permanent staff. In addition, fixed term contracts must be objectively justified and approved (by HR with input from Executive Officers for Each Faculty) so that this can be recorded in the contract. Staff on fixed-term contracts are protected in law from being treated less favourably than comparable staff on permanent contracts. In addition, staff appointed on successive fixed-term contracts with 4 years or more continuous service are entitled to a permanent contract (unless the fixed-term in their contract can be objectively justified).</p> <p>It is standard practice at QMUL for open posts to be advertised first internally before being opened up externally. All staff employed for longer than one year qualify for redeployment to available posts irrespective of contract term. Staff are reminded of careers and development support available through the University 6 months before the end of their contract if their contract is for 1 year or longer. All staff in post for more than 1 year also qualify for redeployment to posts that are open elsewhere in the University.</p>												

		Action	Success measures	Deadline	Responsibility	Progress update	Outcome/result
		not actioned in AP2022					
EI7	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making	Postdoctoral researchers and fellows are invited to join a number of local committees within their Schools or Institutes, such as: <ul style="list-style-type: none"> • EDI Committees, who feed into strategic planning around EDI issues, e.g. Athena Swan assessment teams • Research Committees, where operational and strategic decisions are taken about School/Institute research plans • Recruitment panels for new staff (upon completion of appropriate training) These same committees are often chaired or run by academic staff (managers).					
		Action	Success measures	Deadline	Responsibility	Progress update	Outcome/result
		not actioned in AP2022					
Managers of researchers (M) must:							
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	Managers are encouraged to engage in a number of management and leadership training opportunities organised by OPD, including the Leading Together framework courses. See ECM1 – AP2022 – Aim 8: Explore new training options for Managers of Researchers.					
EM1 cont'd		When asked, the following proportions of Queen Mary academics (managers) reported that they were confident/fully-confident with the following managerial tasks (in descending order): acknowledging good performance: 95%; providing feedback to individual researchers: 92%; managing appraisal: 75%; responding to issues around health and wellbeing: 75%; manage requests for flexible working appropriately: 71%; responding to issues of bullying and harassment: 61%; and dealing with poor performance of researchers: 54%. All responses were in-line with national BMs.					
		Action	Success measures	Deadline	Responsibility	Progress update	Outcome/result
		not actioned in AP2022					
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	The Leading Together framework courses feature training for all levels of leadership and cover issues concerning employment legislation. Supervisor training from the Doctoral College					
		All Queen Mary staff who participate on a staff recruitment panel must undergo mandatory Selection and Interview training that outline relevant fair, equitable, and transparent recruitment policies and UK employment legislation. From CEDARS, 76% of Queen Mary academics report having engaged in this training (12% higher than the national BM).					
		Principal Investigators, fellows, and other academic staff researchers funded through other means, are supported by the JRM0 teams in applying for and managing their research funding. They also have a compliance team that runs training to support managers in matters of research governance.					
		Action	Success measures	Deadline	Responsibility	Progress update	Outcome/result

		See <i>ECM1 – AP2022 – Aim 8: Explore new training options for Managers of Researchers.</i>					
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	See above (EM2) re: Selection and Interview training and relevant CEDARS data.					
		Action	Success measures	Deadline	Responsibility	Progress update	Outcome/result
		not actioned in AP2022					
EM4	Actively engage in regular constructive performance management with their researchers	Academic Staff are encouraged to engage with annual appraisal systems with the researchers. In addition, managers are encouraged to engage in regular (informal) discussions with their postdocs about their performance, career and professional development. OPD conducted a review of the appraisal mechanisms (AP2020 – Aim 1a) and produced new guidance for Academic Staff managers. From CEDARS, 75% of managers report being confident with their ability to manage staff appraisals, in-line with sector BM.					
		Action	Success measures	Deadline	Responsibility	Progress update	Outcome/result
		not actioned in AP2022					
EM5	Engage with opportunities to contribute to relevant policy development within their institution	Most policy development committees or bodies at Queen Mary are led or chaired by experienced members of academic staff. <i>See also E17</i>					
		Action	Success measures	Deadline	Responsibility	Progress update	Outcome/result
EM5 cont'd		not actioned in AP2022					
Researchers (R) must:							
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	The Research Staff Code of Practice (CoP), which is mapped to the Concordat, communicates (and links to online documents detailing) all HR and Employment policies, Data Management guidance, and Research Integrity policies and reporting procedures. This CoP will be launched at an event in February 2022 and will be distributed to all new research staff when they join Queen Mary. <i>See ECI21, ECI2, and Appendix 1 – AP2020 – Aim 7.</i>					
		Action	Success measures	Deadline	Responsibility	Progress update	Outcome/result
		<i>See ECI1 AP2022 Aim 1: A Concordat Signatory Action Plan Launch Event,</i>					
ER2	Understand their reporting obligations and responsibilities	This is covered in the Research Staff Code of Practice - <i>See ECI1 and ER1 above.</i>					
		Action	Success measures	Deadline	Responsibility	Progress update	Outcome/result

		<i>See ECI1 AP2022 Aim 1: A Concordat Signatory Action Plan Launch Event,</i>																
ER3	Positively engage with performance management discussions and reviews with their managers	<p>Researchers are encouraged to engage with annual appraisal systems. In addition, postdocs and managers are encouraged to engage in regular discussions with their managers about their performance career. To support appraisees in getting the most out of their appraisal, OPD organises a training course that is well-attended by postdocs.</p> <p>Over 90% of those who have engaged with appraisal processes report them as useful or very useful (10% higher than national BM). 35% more researchers find these reviews useful in 2021 compared to 2019; 25% higher than the success measure set for AP2020 – Aim 1.</p> <table border="1"> <thead> <tr> <th>Action</th> <th>Success measures</th> <th>Deadline</th> <th>Responsibility</th> <th>Progress update</th> <th>Outcome/result</th> </tr> </thead> <tbody> <tr> <td>Regularly monitor researcher and manager engagement with appraisal mechanisms following reforms introduced in 2021 (AP2021 – Aim 1/1a).</td> <td>Upward trajectory of engagement with E-appraisal system, and continued usefulness ratings through CEDARS. New Actions will be introduced in future action planning rounds.</td> <td>Annually with Concordat reporting.</td> <td>RDCIG with input from HR and OPD</td> <td></td> <td></td> </tr> </tbody> </table>	Action	Success measures	Deadline	Responsibility	Progress update	Outcome/result	Regularly monitor researcher and manager engagement with appraisal mechanisms following reforms introduced in 2021 (AP2021 – Aim 1/1a).	Upward trajectory of engagement with E-appraisal system, and continued usefulness ratings through CEDARS. New Actions will be introduced in future action planning rounds.	Annually with Concordat reporting.	RDCIG with input from HR and OPD						
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ER4 ER4 cont'd	Recognise and act on their role as key stakeholders within their institution and the wider academic community	<p>All Schools and Institutes invite postdocs to join various committees that encourage them to take part in decision-making processes, including Athena Swan (Gender Equality) self-assessment teams, research committees that make operational and strategic decisions about the research they undertake, and staff-recruitment panels (upon completion of the mandatory training).</p> <p>From CEDARS, 62% of postdocs say they either have or would like to have the opportunity to participate in institutional policy development, which is just below the national BM of 67%.</p> <p><i>See EI5, and EM1</i></p> <table border="1"> <thead> <tr> <th>Action</th> <th>Success measures</th> <th>Deadline</th> <th>Responsibility</th> <th>Progress update</th> <th>Outcome/result</th> </tr> </thead> <tbody> <tr> <td><i>See ECR1 – AP2022 – Aim 6: To enrich local research cultures and to amplify researcher voices</i></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Action	Success measures	Deadline	Responsibility	Progress update	Outcome/result	<i>See ECR1 – AP2022 – Aim 6: To enrich local research cultures and to amplify researcher voices</i>									
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Professional and Career Development (PCD)

Institutions (I) must:

PCDI1	Provide opportunities, structured support,	Queen Mary's RD Team is part of the Queen Mary Academy , and runs a programme of training courses and workshops for Researchers. Using bookings data from 2020/21, postdocs engaged in 39 unique course topics, including research funding and fellowships, career
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PCDI1 cont'd	<p>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</p>	<p>development, data visualisation, statistical and research methods, academic writing (including writing retreats), project management, networking and collaboration, and leadership.</p> <p>Training and support for research staff is available from a number of other Professional Services providers at Queen Mary, including the Academy's Education & Recognition Team (HEA qualifications), Careers & Enterprise, The Doctoral College, The Library, The Language Centre, The Research Impact Team, The E-learning Team, The Centre for Public Engagement, The PR Team, Organisational and Professional Development Team, the JRMO, the Research Design Service, Queen Mary Innovation, and the Health and Safety Directorate. Adding in this provision from other units across the University, postdocs engaged in over 149 course topics in 2020/21.</p> <p>In addition to the central provision, Schools and Institutes organise workshops and seminars for their researchers and academic staff on topics such as research funding, publication strategy, research impact.</p> <p>As part of AP2020 (Aim 3), we reviewed of postdoc engagement with their continued professional development. Using CEDARS 2021 data, CROS 2019 data, and focus groups we ran with postdocs, the RD Team received feedback that a clearer career-stage structure to the RD provision would help them better plan for how they should be focusing their CPD efforts. They also proposed topics should focus on funding, ongoing discussions around career planning and options, and recognised teaching experience. We carry over this work in AP2022 – Aim 3.</p>					
	Action		Success measure	Deadline	Responsibility	Progress update	Outcome/ result
	<p>AP2022 – Aim 3: Building on information from focus groups with research staff (AP2020 Aim 3), we will re-organise our RD programme for research staff, focusing on training on research funding, career management and planning, and academic skills development. This reorganisation will also include a restructure of the RD Team website, to better guide postdocs.</p>		<p>To hold focus groups by May 2022 with researchers across faculties to assess clarity of new structure for RD programme and usefulness in planning their CPD. The new programme will be communicated via the re-vamped RD website.</p> <p>Phase 2 - A majority (>50%) of focus group attendees feeding</p>	<p>August 2022</p> <p>August 2022</p> <p>August 2023</p>	<p>RD Team</p>		

			back that new structures are an improvement				
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	See E15, and Appendix 1 (AP2020 – Aim 1)					
		Action	Success measures	Deadline	Responsibility	Progress update	Outcome/ result
		not actioned in AP2022					
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	Our Careers & Enterprise Team (QM Career) employs two Careers Consultants who dedicate 1.0 FTE of their time (combined) to supporting the PhD Students and Postdocs through a series of careers workshops, online resources, and 1-to-1 appointments.					
		In 2020/21 – the careers services saw 168 PhD students, and 50 postdocs in 1-to-1 appointments.					
		Action	Success measures	Deadline	Responsibility	Progress update	Outcome/ result
		not actioned in AP2022					
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	The RD Team participates twice annually with the Leadership in Action course, which is collaboratively delivered by institutions across the UK. This programme is based on the Crafted around the Resilient Leaders Development Programme , and offers postdocs the opportunity to undertake different activities in teams with each participant having the opportunity to lead. The course culminates in an activity where participants in groups have to drive forward an initiative, which involves them having to work not only on leadership and managing a group project, but also influencing an audience to engage in their initiative.					
		See E14 – <i>Leading Together</i> ; these courses are also attended by researchers.					
		Action	Success measures	Deadline	Responsibility	Progress update	Outcome/ result
		not actioned in AP2022					
PCDI5 PCDI5 cont'd	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this	Queen Mary has two programmes aimed at supporting researchers to explore the commercialisation potential of their research: <ul style="list-style-type: none"> • Q-Researcher Enterprise provides PhD students with entrepreneurial skills and mind set that will support their career development. • Queen Mary Entrepreneurs Club is a hub for Academic Staff that fosters entrepreneurship by providing seminars and networking opportunities with researcher-entrepreneurs; delivers training on spin-out formation, licencing, and on how to successfully obtain commercialisation funding. This was not attended by postdocs. 					
		Action	Success measure	Deadline	Responsibility	Progress update	Outcome/ result
		AP2022 – Aim 10: New support for research commercialisation for postdocs. We will explore how existing commercialisation support and training programmes for PhD students (Q-	Develop a plan to pilot a researcher commercialisation training programme for	February 2023	Queen Mary Innovation Ltd, RD Team, Executive Officer		

PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	See EM4 – Engaging in appraisal/development reviews, and Appendix 1 – Aims 1/1a					
		Action	Success measure	Deadline	Responsibility	Progress update	Outcome/ result
		See ER3 – regular monitoring of engagement with appraisal (and development reviews)					
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	<p>We explored barriers to engaging with mentoring (by research staff) as part of AP2020 - Aim 4, using leadership interviews and CEDARS. The most common form of mentoring for research staff (including fellows) was that received from their line managers. At least three Schools and Institutes have locally organised mentoring arrangements that included 1-to-1 supplementary mentoring by academic staff, or group mentoring arrangements. Another option available to postdocs is the Researcher Mentoring Scheme run by RD. A barrier to providing supplementary mentoring support for postdocs from the mentors' perspective was the lack of formal recognition of the time this takes up and how this would factor into their workload models, and the lack of widespread acceptance of mentoring as a form of teaching. A barrier from the researchers' perspective was not being aware that mentoring opportunities were available (from CEDARS, 35% were not aware of these). The RD-run mentoring scheme only attracts a minority of postdocs (approx. 6% or 30 postdocs per year), and only a fraction of the mentoring relationships established through it continue meeting throughout the year. We will continue to review the mentoring options for research staff and we carry forward this aim to AP2022- Aim 5.</p> <p>When asked in CEDARS, 83% of postdocs reported being encouraged by their managers to engage in CPD activity; a slightly higher response than the national BM (78%). Approximately half of postdocs reported that their managers encouraged them to consider a wide-range of options beyond academia.</p> <p>About half of the academics (managers) surveyed in CEDARS stated that postdocs should spend at least 5% of their time (11-days) on CPD activity; while another 36% thought 10% of their time was appropriate to spend on CPD activity (See PCDM3)</p>					
		Action	Success measure	Deadline	Responsibility	Progress update	Outcome/ result
		AP2022 – Aim 5 The RD Team-run mentoring scheme will be paused for 2021/22 whilst we complete the review of mentoring practices and uptake, to establish and promote better mentoring options across the institution for postdoctoral researchers.	Phase 1: Consult with Schools/ Institutes who currently do not offer mentoring options of their postdocs, highlighting and suggesting the approaches used in the examples of good practice (above). Generate	Phase 1: May 2022	Phase 1: RD Team in collaboration with leadership from Schools/ Institutes and other stakeholders (including OPD).		
		PCDM2 cont'd	Phase 1 – RD Team to analyse the information gathered through AP2020 – Aim 4, CEDARS2021, and consult with different Schools/Institutes and OPD* to consider appropriate mentoring-based				

		<p>approaches for postdocs using examples of good practice already in use by March 2022.</p> <p>*OPD is testing out a computer platform to support matching for coachees</p> <p>Phase 2 – RD Team to explore with colleagues how mentoring is currently recognised and rewarded and how this could be promoted or improved upon</p> <p>Phase 3 – RD Team to develop an effective communications plan to ensure better engagement from mentees and mentors</p>	<p>a report with recommendations.</p> <p>Phase 2: consult with Schools/ Institutes and draft comms plan</p> <p>Phase 3: Update reported in AP2023 on training roll out, with a success measure focused on the impact on postdoc development of mentoring options.</p>	<p>Report by July 2022.</p> <p>Phase2: October 2022</p> <p>Phase 3: Jan 2023</p>	<p>Phase 2: RD Team with input from Schools/ Institutes</p> <p>Phase 3: RD Team with input from Schools/ Institutes</p>		
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	<p>From CEDARS 2021 (institutional question set), 83% of postdocs reported being encouraged by their managers to engage in CPD activity. When we asked academic staff whether they encouraged their researchers to engage in CPD activity, 72% agreed that they were.</p> <p>65% of academic staff agreed that the researchers they manage engage with “an appropriate amount” of CPD activity to help prepare them for their next career stage. When we asked them to define what that “appropriate amount” was in terms of the proportion of their working hours:</p> <ul style="list-style-type: none"> • 53% said up to 5% of their time (equivalent to 11 working days, using 2020/21 as a guide) • 36% said up to 10% of their time (21 working days) • 9% said up to 20% of their time (43 working days) • Approx. 2% said 30% (64 working days) or more 					
		Action	Success measure	Deadline	Responsibility	Progress update	Outcome/ result
		not actioned in AP2022					
PCDM4	Identify opportunities, and allow time (in addition to the 10 days professional development allowance),	See above – PCDM3					
		Action	Success measure	Deadline	Responsibility	Progress update	Outcome/ result

