

Institution name:	Goldsmiths, University of London
Cohort number:	Cohort 9
Date of submission:	24-Nov-23
Institutional context:	Goldsmiths, University of London is a comparatively small, specialist higher education institution with approximately 9,800 students, located on a campus-based community in the southeast London borough of Lewisham. The College is internationally recognised for its disciplinary expertise in the arts, humanities, social sciences, and creative computing, delivering leading research that is highly innovative and often interdisciplinary in nature.

The institutional audience* for this action plan includes (only include direct beneficiaries; complete or delete, as appropriate):

Audience (direct beneficiaries of the action plan)	Number of	Comments
Research staff	45	
Postgraduate researchers	NA	
Research and teaching staff	427	
Teaching-only staff	382	
Technicians	37	
Clinicians	0	
Professional support staff	762	
Other (please provide numbers and details):	NA	

Complete for submission							To be completed only when reporting on action plan		
Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (success measure)	Comments (optional)	Progress update	The actual impact of the action (reporting against the success measure)	Outcome (ongoing/carried forward/no further action)
Environment and Culture									
Awareness and engagement									
The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers.									
ECI1	Ensure all relevant staff are aware of the Concordat.	<ol style="list-style-type: none"> 1. Include information about the Concordat in 100% of centrally delivered researcher training sessions. 2. Produce an annual summary of researcher development highlights and share via Staff News and RD Hub 3. Include information about the Researcher Development Concordat at all-staff inductions. 4. Researcher Development Team to highlight Research Manager Concordat Commitments and resources to help PI's meet these commitments at research grant startup meetings that include costs for research staff. 5. Front line research support staff to be trained on the contents and application of the Researcher Development Concordat to increase awareness and understanding among research staff. 	<ol style="list-style-type: none"> 1. Carried forward to meet success measure 2. New Action 3. New Action 4. New Action 5. New Action 	<ol style="list-style-type: none"> 1. June 2025 2. August 2024, June 2025 3. June 2025 4. Jan 2024, June 2025 5. Dec. 2024 	<ol style="list-style-type: none"> 1. RDO 2. RDO 3. RDO 4. RDO, RDC 5. RDO 	<ol style="list-style-type: none"> 1. CEDARS Survey shows that the majority of participants report that they understand the RD Concordat: CEDARS '25. How would you rate your knowledge and understanding of the [Concordat to Support the Career Development of Researchers] 2. CEDARS results show 70% of respondents agree or strongly agree they are treated fairly in relation to access to training and development opportunities. Qualitative feedback reflects positive and recurring engagement with research development offer. 3. CEDARS shows that the majority of participants report they understand the RD Concordat: CEDARS. How would you rate your knowledge and understanding of the [Concordat to Support the Career Development of Researchers]. 4. CEDARS 2027 results show that a majority of self-identified research managers understand their commitments under the Concordat and 75% of research managers feel their contributions towards researcher development are valued at the institution. 5. All Research Grants Officers and School Research & Knowledge Exchange Officers able to reference the Concordat, explaining its implementation mechanisms, and importance in local and industry contexts. 	<ol style="list-style-type: none"> 1. [Currently at 22% - 2023] 2. [Currently at 61%] 3. [Currently at 22% - 2023] 4. [Currently at 10%, and 60%] 		
ECI2	Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.	Improving Communications and Engagement Opportunities <ol style="list-style-type: none"> 1. Wherever feasible, directly contact researchers with policies, practices, and opportunities through direct emails, updated mailing lists, and engagement with research staff networks. Reduce the practice of 'trickle down' communications to research staff from Heads of Department / Directors of Research / PI's 2. Increase researcher awareness of, and engagement with, institutional policy making process and communications 	<ol style="list-style-type: none"> 1. New Action 2. Carried Forward [Adopted & expanded] 	<ol style="list-style-type: none"> 1. Nov '24, June '25, Nov '25, Nov '26 2. August 2024 	<ol style="list-style-type: none"> 1. RSM, RDO, KEM, SRKEM, HoC, DDRKE, DRKE, Pro-Warden RKE 2. POD HoD, HoOD&W 	<ol style="list-style-type: none"> 1. Increased researcher participation and interaction with researcher development activity. Increased respondent rate of R-Only staff on engagement activity such as CEDARS from 10% to 20% in 2025. Increase number of active users on ECR Network by 5% year on year. 2. Increased researcher awareness of all communication channels through Goldmine; Staff engagement survey will be conducted in Autumn Term 2023/24 to assess staff awareness of institutional policy, with a target of over 50% response rate for Researchers engaging with the policy-informing activity. 	<ol style="list-style-type: none"> 1. Currently ECR Network maintains 78 Active Monthly Users. 2. 50% response rate is set as the starting point of the 1st Staff Survey in Goldsmiths 		
ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and using the outcomes to improve institutional practices.	<ol style="list-style-type: none"> 1. Run CEDARS survey [March-June 2025] and analyse responses in a way that meaningfully captures the views and experiences of research-only staff (particularly those on fixed-term contracts). 2. Increase ECR engagement with research environment, culture, development, and employment initiatives through the Early Career Researcher network. 3. Ensure consistent use of feedback forms for 100% of training sessions run by POD & RKE, monitor uptake and test out different ways of actively encouraging feedback. Make use of a 2x feedback follow-up request contact structure. 4. Work with Goldsmiths Staff Networks to establish a training and development user-needs analysis to ensure researcher training and development programming is meeting the spectrum of needs of GS researchers. Researcher training to co-produce 3x capacity building events in collaboration with 3 staff networks. 5. Expand scope of annual research training report to include wider updates on centrally supported research culture and environment initiatives. 6. Review Academic Promotions procedures to increase accessibility, diversity, and clarify expectations and pathways. Target to implement in 2023/24 7. Engage with R-only staff to identify gaps in existing support and prioritise future interventions. 	<ol style="list-style-type: none"> 1. Ongoing Priority 2. Ongoing Priority, [Updated Action] 3. Carried forward [Unmet success measure] 4. Carried forward [Adapted & expanded] 5. New Action 6. Carried Forward 7. Ongoing Priority 	<ol style="list-style-type: none"> 1. June '25 2. Nov '24, '25, '26 3. Nov '26 4. Dec '24 5. Sep '24 6. Aug '24 7. Sep '26 	<ol style="list-style-type: none"> 1. RDO 2. RDO 3. RDO, KEM, HoPOD 4. RDO, HoPOD 5. RDO 6. HoPOD 7. RDO 	<ol style="list-style-type: none"> 1. CEDARS participation rates evidence increased engagement with research culture initiatives. Increasingly ambitious target response rates: Target response rate of 35% research staff at large. Target response rate of 20% research-only staff. 1b. Researcher perspectives guide development activity. Results used alongside focus groups, 1:1's, and event feedback to steer institutional research environment, culture, employment, and development activity in the devising and implementation of RD activity and the forthcoming 2026-2029 action plan. An Engaged and Supported ECR Community <ol style="list-style-type: none"> 2a. Annual increase of 'active users' by 5% year on year. 2b. Ensuring all 18 academic departments are continuously represented amongst membership. 2c. Survey results and focus groups evidence a majority of ECR's agree that the network is a useful resource. 2d. Increase event survey response rate to average of 20% of participants. 2e. Ensure that staff networks are proactively consulted on researcher development, environment, and culture initiatives through the format preference of the network chair [e.g. survey, focus group, 1:1's]. 2f. Network engagement to be highlighted on annual researcher development report. 2g. 3x Internal researcher development events or support to access external initiatives to be co-created with staff networks. 2h. Annual report submitted for review, comment, and strategic direction from research governing committee. 2i. Completion of Review of Academic Promotions procedures, with full implementation in 2023/24. Engaging researcher stakeholders in the process and incorporating feedback. 2j. Increase of R-Only staff engaged through focus groups, staff surveys, direct comms, and 1:1's from 40% to 50%. 	<ol style="list-style-type: none"> 1. CEDARS 2023 return saw 24.3% response rate among staff contracted to do research and 10% among research-only staff. The previous 2021 iteration saw a <5% participation rate. 2a. Currently 78 active users at time of reporting. 2c. Currently 41% of ECR respondents agree; 14% disagree; and 36% don't know. 3. Currently averaging 15% response rate. 		
ECR1	Encourage researchers to 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.	Establish centrally initiated research community activity to support researcher networking, collaboration, and institutional research culture. <ol style="list-style-type: none"> 1. RKE to host 6x Research Community Events (2 per academic year) to encourage collaboration, networking, and research culture engagement. 2. RKE to spotlight department research initiatives open to researchers from other departments on central communications channels (ECR Network, Researcher Development Hub, and Research Opportunities Bulletin) to promote interdisciplinary networking and collaboration. 	<ol style="list-style-type: none"> 1. New Action 2. New Action 	<ol style="list-style-type: none"> 1. Aug '24, Aug '25, Aug '26 2. Sep '26 	<ol style="list-style-type: none"> 1. BEO, RDO 2. RDO, RSM, SRKEM 	<ol style="list-style-type: none"> 1. 2 Events delivered per academic year. Qualitative researcher feedback indicates positive effect on research culture and collaboration. 2. Central research channels become a proactively sought resource for communicating departmental or research centre-level events and activity, increasing interdepartmental engagement and developing sense of wider research community. 			
Wellbeing and mental health									

The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working.									
ECI3	Promote good mental health and wellbeing through the effective management of workloads and people.	<p>Promoting Researcher Health, Wellbeing, & Belonging</p> <p>1. Promoting researcher health and wellbeing through engagement with internal initiatives such as the new Civic Volunteering Days, where researchers can take up to 3 days volunteering leave per year to give back to their community or causes important to them, while increasing wellbeing and feelings of satisfaction and belonging.</p> <p>2. <i>Engaging researchers with health & wellbeing and responding to need in local contexts</i>: Consult researchers on staff wellbeing, professional development, and employment policy through a context specific staff engagement survey in 2023/24. Develop a comprehensive programme of action to support these areas in response to survey needs analysis; further integrating this HREIRA activity and analysis with other QA activities.</p> <p>3. See Workload Allocation Model Action [EI5]</p>	1. New Action	1. Sept 2026	1. HoC	1. HR Data and/or Institutional Survey shows 10% year on year increase of researchers engaging in volunteering activity opportunities.	1. [Currently 4 researchers have participated in the first 6 months of the initiative.]		
			2. Carried forward	2. Dec '23	2. HoOD&W	2. Greater than 50% participation rate of all eligible employees respond to the all staff survey. Pre- and Post survey engagement with each department/team to ensure local-level needs are fed into the survey and responded to. Strategic actions introduced as a result of staff survey findings to guide and support HREIRA activity going forward.			
			3. [As at EI5]	3. [As at EI5]	3. [As at EI5]	3. [As at EI5]	3. [As at EI5]		
ECI4	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.	1. Increase research manager understanding of best practices for supporting researcher mental health by including all new Academic Line Managers in Mental Health Awareness training.	1. New Action	1. Aug '25.	1. HoOD&W	1. Increased understanding of practices to support mental health. Increase total number of research manager respondents who have participated in mental health and wellbeing training to 50%	1. Currently 40% of research manager CEDARS respondents indicated they have taken mental health and wellbeing training		
ECM3	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.	<p>[Also ECI3] 1. Directors of Research, Heads of Department, and PI's to promote researcher health and wellbeing through engagement with internal initiatives such as the new Civic Volunteering Days, where researchers can take up to 3 days volunteering leave per year to give back to their community or causes important to them.</p> <p>Supporting Managers to Promote Mental Health & Wellbeing</p> <p>2. Include all new line managers in POD bitesize training sessions, covering guidelines on managers' responsibility regarding a range of issues from wellbeing, to mental health, to reporting bullying and harassment.</p>	[As at ECI3]	[As at ECI3]	[As at ECI3]	[As at ECI3]	[As at ECI3]		
			2. Carried Forward	2. Aug '24	2. HoOD&W	2. Staff survey indicates a majority of participants feel supported by the institution in relation to their wellbeing.			
ECM4	Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers.								
ECR3	Ensure researchers take positive action towards maintaining their wellbeing and mental health.								
Bullying and harassment									
The aims of these obligations are to eliminate bullying and harassment in the research system, tackled through progressive policies and secure mechanisms to address incidents.									
ECI3	Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.								
ECM3	Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment.	<p>Proactively working to improve research working environment</p> <p>1. Further develop and deliver a range of active allyship workshops with discrimination, bullying, and harassment guidance shared with Research Managers in 2023/24.</p>	1. Carried Forward	1. Aug '24	1. HoOD&W, HoEDI	1. Increased number of participants in Allyship workshops; participant feedback indicates increased understanding and confidence in reporting and addressing incidents of discrimination, bullying, and harassment.	[Currently 125 staff from academic (including researcher roles)]		
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to discrimination, harassment and bullying.	<p>1. Include section on discrimination, harassment, and bullying in the Research Grant Management Induction pack, signposting to relevant contacts and reporting procedures.</p> <p>1a. Continue to promote awareness of 'Report+Support' as an accessible and responsive reporting portal for all staff in Goldsmiths (incl. researchers)</p> <p>2. Research Support Staff to be trained to support researcher signposting to, and key contacts for discrimination, harassment, bullying, and research misconduct reporting mechanisms.</p> <p>3. Internal policies and reporting pathways for discrimination, harassment, bullying, and research misconduct to be signposted alongside access to Research Integrity training.</p>	1. New Action	1. Mar '25	1. RDC	1 - 3. Increased familiarity with reporting mechanisms for discrimination, harassment, bullying, and research misconduct. 75% of researchers indicate they are familiar with reporting mechanisms for each area in CEDARS 2025.	[Currently 69%- Discrimination, 57% Bullying & Harassment, and 50% research misconduct.]		
			1a) Carried forward	1a. Ongoing	1a. HoOD&W				
			2. New Action	2. Aug '25	2. RSM, SRKEM				
			3. New Action	3. Dec '23	3. RDO				
Equality, diversity and inclusion									
The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and adopt practices enhancing equality, diversity and inclusion.									
ECI4 / ECM1	Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	<p>1. Encourage research managers [Heads of Department, Directors of Research, PI's] to participate in training on incorporating EDI principles into research activity.</p> <p>2. Increase research manager understanding and actioning of EDI best practices by including all new academic line managers in Equality, Diversity and Inclusion training.</p> <p>3. Increase researcher understanding and implementation of anti-racist practices by engaging at least 30 researchers in Anti-Racism training.</p> <p>4. Include all new academic line managers in EDI, Mental Health and anti-racism training</p>	1. New Action.	1. Dec '25, June '25.	1. RDO	1. Increased EDI representation and best practices evidenced in research projects hosted at the institution. 70% of CEDARS respondents indicate they are actively engaged in or have some interest in increasing the diversity of the research workforce.	1. Currently at 59%		
			2. New Action	2. Aug '25.	2. HoOD&W, HoEDI	2. Increased total number of research manager respondents who have participated in EDI Training to 85%	2. [Currently 75% of Research Manager CEDARS respondents indicated they have taken EDI training]		
			3. Carried forward	3. Aug '24.	3. HoEDI	3. 30 researchers to have participated in Anti-Racism pilot training by AUG 2024. Participant feedback indicates increased understanding and capacity to include the learning in their research roles.			
			4. Carried Forward	4. Aug '24	4. HoOD&W, HoEDI	4. 80% of staff survey participants indicate the capacity to incorporate EDI best-practices in their work			
ECR2	Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.	<p>Incorporating EDI in Research Activity</p> <p>1. Researcher Development programme to include training sessions on incorporating EDI in research activity into rotating programme of researcher training. Minimum 2x events in three-year cycle.</p>	1. New Action	1. June '25	1. ALR, RDO	1. 2x Events Delivered. 70% of CEDARS respondents indicate they are actively engaged in or have some interest in increasing the diversity of the research workforce.	1. [Currently 59%]		
Research Integrity									
The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and maintain high standards of research integrity, and are able to report infringements or misconduct.									

EC15 / ECM2	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.	<p>Supporting Best Practice in Research Ethics and Research Integrity</p> <p>1. Increase researcher awareness of ethics and integrity industry best practices through Research Ethics and Research Integrity Training via Epigeum; increasing accessibility and availability of training opportunities.</p> <p>Promoting awareness of, and participation in, industry-wide initiatives to promote research integrity</p> <p>2. Promote researcher engagement with UK Research Integrity Office training events and resources on the Researcher Development Hub and Training Calendar.</p> <p>Promoting research integrity engagement across the wider research community</p> <p>3. RKE to train all front-line research support staff on principles of research integrity and supporting researchers to access and initiate reporting processes within the institution's research misconduct policy.</p>	<p>1. New Action</p> <p>2. New Action [Success measure carried forward.]</p> <p>3. New Action</p>	<p>1. June '25</p> <p>2. June '25</p> <p>3. June '26</p>	<p>1. RDO, ALR, DDRKE</p> <p>2. RDO, ALR, DDRKE</p> <p>3. RDO, SRKEM, RSM</p>	<p>1. Increased understanding of research integrity best practices through training. 50% of researchers indicate they have participated in research Integrity training in CEDARS '25.</p> <p>2. Reduction in the number of researchers indicating they are unaware of initiatives to improve research integrity within the research and innovation system from 35% to 25%.</p> <p>2b. Increased number of researchers indicate having understanding of the Concordat to Support Research Integrity from 18 to 30% by CEDARS 2025.</p> <p>3. Following intervention, survey results indicate 60% of respondents are familiar with the institution's mechanisms for reporting incidents of research misconduct.</p>	<p>1. Currently 37% have indicated participating.</p> <p>2b. Currently 18%</p> <p>3. Currently 50%</p>			
ECM3	Ensure managers report and address incidents of poor research integrity.									
ECR2	Ensure researchers act in accordance with employer and funder policies related to research integrity.	1. PI (Research Managers) advised to promote Research Ethics & Integrity Training for their research staff at research grant start-up meetings.	1. New Action	1. June '25	1. RSM, RDO	1. 30% of R-Only staff survey respondents indicate they have taken research integrity training.	1. Currently 10%			
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.	<p>1. Include section on research misconduct, discrimination, harassment, and bullying in the Research Grant Management Induction pack, signposting to relevant contacts and reporting procedures.</p> <p>2. Research Support Staff to be trained to support researcher signposting to, and key contacts for discrimination, harassment, bullying, and research misconduct reporting mechanisms.</p> <p>3. Internal policies and reporting pathways for discrimination, harassment, bullying, and research misconduct to be signposted alongside access to Research Integrity training.</p>	<p>1. New Action</p> <p>2. New Action</p> <p>3. New Action</p>	<p>1. Mar '25</p> <p>2. Aug '25</p> <p>3. Dec '23</p>	<p>1. RDC</p> <p>2. RSM, SRKEM</p> <p>3. RDO</p>	<p>1 - 3. Increased familiarity with reporting mechanisms for discrimination, harassment, bullying, and research misconduct. 75% of researchers indicate they are familiar with reporting mechanisms for each area in CEDARS 2027.</p>	[Currently 69% - Discrimination, 57% Bullying & Harassment, and 50% research misconduct.]			
Policy development										
The aims of these obligations are to encourage all researchers to actively contribute to the development of policies driving positive change at their institution.										
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.	<p>1. Encourage researcher engagement with research governance through direct representation on the Research and Enterprise Committee (REC).</p> <p>1a. Actively encourage R-Only staff to stand for vacant roles on REC through direct emails promoting engagement to all R-Only staff and posts in the ECR Network.</p> <p>2a. Increase engagement and researcher-initiated activity in the Early Career Researcher Network by further developing the technological capabilities, maintaining post-frequency, and encouraging a range of formal and informal communication threads.</p> <p>2b. Encourage policy makers and leadership from across the college to consult the ECR Network in the development of policies and projects that affect researchers.</p> <p>2c. Ensure network concerns from focus groups and posts are escalated to the REC committee through network facilitators.</p>	<p>1a. New Action.</p> <p>2. Ongoing Priority</p>	<p>1a. Jul. '24</p> <p>2. Sept. '26</p>	<p>1a. RDO</p> <p>2. RDO</p>	<p>1. Committee membership for an R-Only staff member now formally allocated. Research Only staff encouraged and supported to self-nominate for open positions on REC, with ECR network concerns voiced through representative, where appropriate. Role consistently filled by R-Only representative going forward.</p> <p>2. Increased number of active users on ECR Network by 5% year on year and researcher feedback indicates at least 70% of ECR's consider the ECR Network to be a useful resource.</p>	<p>2. Currently ECR Network maintains 78 Active Monthly Users.</p> <p>Currently 50% of ECR's agree the network is a useful resource.</p>			
ECM5	Encourage managers to engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	<p>1. Research Environment/Culture to be established as a recurring agenda item at termly Directors of Research meetings.</p> <p>2. Research Environment/Culture to be established as a recurring agenda item at Research Excellence Framework Strategy Group meetings.</p> <p>3. Directors of Research to encourage researcher engagement with research environment and culture initiatives such as researcher training, wellbeing, and engagement initiatives [e.g. CEDARS].</p>	<p>1. New Action</p> <p>2. New Action</p> <p>3. New Action</p>	<p>1. Aug '25</p> <p>2. Aug '25</p> <p>3. Jun. '25, Sept. '26.</p>	<p>1. Pro-Warden RKE</p> <p>2. Pro-Warden RKE, Dir. RKE</p> <p>3. Pro-Warden RKE, RDO</p>	<p>1&2 – Interdepartmental dialogue on research culture and environment initiatives result in further collaborations, partnerships, and practice sharing. Institution wide research culture ideation results in increased researcher engagement with initiatives such as CEDARS, development events, and inter-departmental events.</p> <p>3a. Increased researcher engagement with researcher training by 5% year on year [currently 567 attendees 23/24].</p> <p>3b. Increased researcher engagement with wellbeing initiatives [metrics of EC13 & ECM3].</p> <p>3c. Increased researcher engagement in CEDARS [metrics of EC16].</p>				
EM5	Engage with opportunities to contribute to relevant policy development within their institution.									
ECR5	Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.									
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community.	<p>1. Researcher Development Team to attend grant startup meetings with Post-Doctoral Researchers in order to:</p> <ul style="list-style-type: none"> -build relationships with R-only staff, encouraging engagement with research networks, research governance, and research support -encourage consideration of / engagement with career and professional development resources and opportunities -identify key resources for participating in wider research community events and activity. 	1. New Action	1. Aug. '24, Jun. '25.	1. RDO, RDC	<p>1. Increased R-Only staff engagement with researcher training and wider research culture initiatives such as CEDARS. 20% R-Only staff participation rate in CEDARS '25.</p> <p>R-Only staff representation on Research & Enterprise Committee consistently filled throughout action cycle.</p>				
Employment										
Recruitment and induction										

The aims of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective inductions into the organisation.										
E11	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.	1. Train all new line managers in 'Recruitment and Selection' to ensure fair and inclusive selection practices for researcher recruitment.	1. Ongoing.	1. Aug '26	1. HoOD&W	1. 100% of Academic Heads of Department to have participated in Recruitment & Selection training before they participate in the hiring process. 70% of research managers indicate having taken part in Recruitment & Selection Training.	60% of Research Manager respondents have taken training in Recruitment and Selection. The remaining 40% all indicated interest in engaging with this.			
E12	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.	<p>Researcher Inductions</p> <p>1. Pilot a college-wide researcher induction, highlighting relevant policies, research and knowledge exchange support, Researcher Development Concordat commitments, and resources available to support researchers in their roles.</p> <p>Researcher Development Support in Research Teams</p> <p>2. Pilot- Researcher Development team present at all new research grant startup meetings where research staff will be recruited to highlight relevant employment policies, Research Manager Concordat obligations, and career development/training resources for research staff.</p>	1. New Action 2. New Action	1. Mar. '25 2. Aug. '24	1. DRKE, RDO, BEO, HoODW 2. RDO, RDC	<p>1a. Post-event qualitative feedback indicates researchers find the event to have been useful, informative, and engaging.</p> <p>1b. Increased engagement with resources and support. 20% increased user engagement with RKE digital resources from SharePoint, Researcher Development Hub, and Early Career Researcher Network by end of the action plan cycle.</p> <p>2. Increased engagement of research-only staff with researcher career development resources and a majority of respondents report understanding of the Researcher Development Concordat.</p>	1b. Currently: [RD Hub 644 monthly views; ECR Network 77 Active Monthly Users; SharePoint 1984 monthly views]			
Recognition, reward and promotion										
The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression.										
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.	<p>Clear Promotions Criteria and Review Processes</p> <p>1. Support clarity and understanding of promotions criteria and processes through Academic Promotion briefings.</p> <p>2. Engage researchers from relevant EDI staff networks to identify barriers leading to under representation at each stage of researcher careers. Support researchers to overcome these barriers and establish policies, practices, and actions to improve the support for researchers</p> <p>3. Support researchers to establish SMART objectives in collaboration with research managers, to facilitate researcher career development and progression.</p>	1. New Action 2. New Action 3. Carried Forward	1. Aug '24 2. Aug '26 3. Aug '25	1. HoPOD 2. HoEDI 3. HoOD&W	<p>1. 75% of researchers report they find the academic promotions processes clear, demonstrated in staff survey results.</p> <p>2. Research networks engaged. Initiatives developed. Researcher representatives invited to regularly feedback in Race Equality Charter development activity.</p> <p>3. Launch effective objective setting through the revised PDR process; 70% of researchers indicate having participated in PDR process.</p>	1. [Currently 54%] 3. [Currently 65%]			
EM3	Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.	<p>1. Involve all new researchers with hiring responsibility in Recruitment & Selection Training.</p> <p>2. Conduct annual equality reviews and consult with Heads of Department to ensure pro-active support for staff seeking academic promotions. Collaborate with Heads of School to support inclusive, equitable and transparent processes in relation to academic promotions by providing informative briefing sessions and clear guidance documents.</p>	1. New Action 2. New Action	1. Aug. '26 2. Aug. '26	1. HoOD&W, HoEDI 2. HoOD&W, HoEDI	<p>1. Survey results show 65% of research managers have participated in Recruitment & Selection training.</p> <p>2. 10% increase in researchers who consider the academic promotions process to be clear, fair, and inclusive.</p>	1. [Currently 60%] 2. [Currently 54% agree it is clear. 37% agree it is fair and inclusive.			
Responsibilities and reporting										
The aims of these obligations are to ensure that researchers and their managers understand and act on their obligations and responsibilities.										
EM2	Managers familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding.	1. Research support staff to highlight codes of practice, relevant policies, and funder terms and conditions at new research grant startup meetings. Researcher Development Team, School Research Support, and Pre/Post-Award Officers to collaboratively support Research Managers to familiarise themselves and comply with internal and external expectations.	1. New Action.	1. Aug. '24	1. RSM, SRKEM, RDO	1. Improved collaboration and engagement between research grant holders and research support staff as evident through qualitative feedback in free text responses for initiatives to improve the research environment.				
ER1	Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.									
ER2	Researchers understand their reporting obligations and responsibilities.									
People management										
The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews.										
E14	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.	<p>1. Researcher Development Programme to build internal project management capacity by offering Research Project Management Training as part of recurring offer.</p> <p>2. Researcher Development Team to raise awareness of line management training and resources during research grant management induction meetings that include provision for research staff.</p> <p>3. Increase Leadership and Management capacity by providing training to Academic Line Managers and research managers, engaging research managers through direct email invitations.</p>	1. New Action 2. New Action 3. Carried Forward	1. Nov. '24, Jun '27 2. Aug. '24, Jun. '25 3. Aug '24	1. RDO 2. RDO 3. HoOD&W	<p>1a. Increased internal research project management expertise. Post-event qualitative feedback indicates training is beneficial and applicable to the institution's researchers.</p> <p>1b. A majority of Goldsmiths researchers indicate they have taken part in project management training in CEDARS 2027 [Currently 30%].</p> <p>2-3. Increase of 10% of CEDARS research manager respondents indicate they have taken part in 'Leadership' or 'Management' training.</p>	2. [Currently 60% have attended Leadership, 45% Managing Others]			

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>1. Adoption of workload allocation models in all academic departments, with attention and flexibility to accommodate the diversity of practices, individuals, research and teaching models, and career pathways across the institution's disciplines.</p> <p>1a. Consultation with departments on current workload models.</p> <p>1b. Identify examples of good practice and share with Heads of Department and Directors of Research.</p> <p>1c. Encourage departments without a workload allocation model to consult their researchers to adopt a model, drawing on other instances of best practice (where relevant).</p> <p>1d. As consultation progresses, identify a deadline in consultation with stakeholders for all departments to have adopted a workload model.</p> <p>2. Review and revise the PDR process for academic professionals, including career development as a core element to encourage career conversations between researchers and researcher managers. Increase researcher engagement with PDR process, once updated.</p> <p>3. Engage Researchers, PIs and Research Managers in consultation to revise the PDR process and communicate opportunities for engagement via Staff News, departmental communications, and direct emails.</p>	<p>1. New Action.</p> <p>1a. New Action.</p> <p>1b. New Action.</p> <p>1c. New Action.</p> <p>1d. New Action.</p> <p>2 Carried Forward</p> <p>3. New Action</p>	<p>1. Ongoing.</p> <p>1a. Aug. '25.</p> <p>1b. Apr. '26.</p> <p>1c. Aug. '26</p> <p>1d. Ongoing.</p> <p>2-3. Aug '26</p>	<p>1. Pro-W RKE, Pro-W Edu</p> <p>1a. Pro-W Edu / Pro-W RKE / RDO</p> <p>1b. Pro-W Edu / Pro-W RKE / RDO</p> <p>1c. Pro-W Edu/ Pro-W RKE / RDO</p> <p>1d. Pro-W Edu / Pro-W RKE</p> <p>2-3. HoOD&W</p>	<p>1. Increased transparency, flexibility, and equity of researcher workload allocation through the adoption of workload models which meet the specific needs of each department. [Milestones below]</p> <p>1a & 1b. Responses received from all academic departments indicate whether workload models are in place, how rigorously they are followed, model structure, and observations of best practice.</p> <p>1c. & 1d. Remaining departments confirm workload models have been adopted and implemented. Success evaluated through improved trends in CEDARS '25 & '27 respondent perception of fairness of 'Contacted Workload' & 'Allocation of additional work beyond your contracted workload', as well as in free text responses which currently itemise workload / time scarcity as the primary obstacle to improving the research culture.</p> <p>2-3. 70% of researchers in the College complete the revised PDR process. Positive result in Staff Survey acknowledges the effectiveness of the revised PDR.</p>	<p>1c. & 1d. [Currently 38% agree or strongly agree they are treated fairly in relation to Contracted Workload. 30% in relation to additional work beyond contracted workload.]</p>			
EM1	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	1. Evaluate the completion rates for researchers engaged in management training on a bi-yearly basis. Incorporate the review of research management training needs in revised PDR dialogue.	1. Ongoing	1. Aug. '26	1. HoOD&W	1. PDR process reviewed and revised in Autumn 2023. Positive result in Staff Survey and qualitative evaluations demonstrate training and PDR are meeting the developmental needs of researchers.				
EM4	Managers actively engage in regular constructive performance management with their researchers.	1. Researcher Development Team to promote the consistent use of Performance Development Reviews at all research grant start-up meetings that contain budget for the employment of research staff.	1. New Action.	1. Aug. '24., June '25.	1. RDO	1. Increased researcher engagement with PDRs. Majority of R-Only staff report having participated in a PDR in the last two years in CEDARS survey.	1. [Current engagement rate unknown]			
ER3	Researchers positively engage with performance management discussions and reviews with their managers.	1. Increase researcher engagement with the PDR process by providing training and guidance, which introduces a sense of individual ownership over the PDR process.	1. New Action	1. Aug '25	1. HoOD&W	1. Increased researcher engagement with PDRs. 70% researcher PDR participation rate in CEDARS '25.	1. [Currently 67%]			
Job security										
The aim of this obligation is to improve the job security of researchers.										
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.	1. Complete the internal FTC review to develop a clearer understanding of reasons for appointments of staff on FTCs, and the operationalisation and application of the end of contracts.	1. Carried Forward	1. Sep 2024	1. HoPOD	1. Complete the review and initiate implementation of recommendations before Nov 2024; conduct an impact evaluation by Sep 2025. Findings to lead in the development of the subsequent 2026-2029 activity.				
Professional and Career Development										
Championing professional development										
The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.										
PCD11	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.	<p>1. Research Support to raise awareness of opportunity and benefits of including budget for researcher development activity in research funding bids, particularly where projects involve the appointment of research-only staff on fixed term contracts.</p> <p>2. Continue to develop and expand the reach of the Researcher Training Programme, taking into account participation and feedback, accessibility and post-covid working norms, training needs and interests of researchers as identified through HoD/DoR meetings, consultation with staff, and a diverse spectrum of career options. Expansion of current offer to include topics such as research project management, media training, and incorporating EDI in research activity.</p> <p>3. 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 via induction packs, direct communications, and through the Researcher Development Hub / ECR Network.</p> <p>4. Engage researchers with Learning and Development programmes, including skill-based learning, Leadership and Management programmes, and professional development opportunities from Teaching and Learning Innovation Centre, POD etc.</p>	<p>1. Carried Forward [Updated due to pre-award data availability.]</p> <p>2. Ongoing priority.</p> <p>3. Carried Forward [Success measure still to be met.]</p> <p>4. Ongoing</p>	<p>1. Aug. '24, Aug. '25, Aug. '26</p> <p>2. Aug. '24, Aug. '25, Aug. '26.</p> <p>3. Jun. '25.</p> <p>4. Jun. '25</p>	<p>1. RDO</p> <p>2. RDO</p> <p>3. RDO</p> <p>4. HoOD&W, Dir TaLIC</p>	<p>1. Research expenditure shows a year-on-year increase in costs spent related to training, development, and capacity building.</p> <p>2. Continued year-on-year increase in researcher development opportunities, attendance, and impact as measured through participant feedback, attendance records, and programme engagement.</p> <p>2a. Training offer aligned with the Researcher Development Framework to ensure a balanced, robust level of development support.</p> <p>3-4. Results from CEDARS Survey (June 2025) show that at least 60% of participants agree that they are aware of institutional support offered by Goldsmiths and feel supported in their career development aspirations [CEDARS '25]. Research managers report feeling confident about how to signpost researchers to career development opportunities.</p>	<p>2. 22/23: 30 Centrally delivered events, 557 participants.</p> <p>3. & 4. [Currently 49% and 95% respectively.]</p>			
PCD16	Monitor, and report on, the engagement of researchers and their managers with professional development activities.	1. Enable effective monitoring of engagement in staff development and wellbeing programme, through PDR discussions between researchers and researcher managers, and regular training report updates to key stakeholders, like PODEC, REC and SMT.	1. Ongoing	1. Jun. '25	1. HoOD&W	1. Reports at least annually on engagement with Learning & Development activity delivered to PODEC and REC. Findings to be used to engage further researchers in forthcoming years.				
PCDM3	Managers 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.									
PCDR1	Researchers 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.									
Career development reviews										
The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.										
PCD12	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.	<p>1. Provide revised PDR guidelines to researchers and support engagement with briefing sessions tailored for academic professionals throughout 2023/24.</p> <p>2. Enable research managers to allocate adequate time for career conversations in PDR dialogue, by modifying the PDR process and implementing workload model consultation.</p>	<p>1. Carried Forward.</p> <p>2. Carried Forward.</p>	<p>1. Aug '25</p> <p>2. Aug '25</p>	<p>1. HoOD&W</p> <p>2. HoPOD, HoOD&W</p>	<p>1-2. Increased researcher engagement with PDRs. 70% researcher PDR participation rate in CEDARS '25.</p>	1. [Currently 67%]			

PCDI6	Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.									
PCDM1	Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.	<p>1. Researcher Development Team to highlight the importance of including career development reviews within the context of encouraged annual performance management meetings at new research grant startup meetings with PI's who have included budget for research staff. Suggested resources such as the Researcher Development Framework & training in 'Advancing Your Research Career' distributed.</p> <p>2. Researchers and researcher development team to be consulted in the creation and implementation of the revised PDR process.</p>	<p>1. New Action</p> <p>2. New Action</p>	<p>1. Dec. '24, Jun '25</p> <p>2. Dec. '24</p>	<p>1. RDO, RDC,</p> <p>2. HoOD&W</p>	<p>1a. 10% increase in CEDARS respondents indicate they have had regular career development reviews (either independently or as part of PDR's).</p> <p>2. Increased PDR completion rate for Researchers to 70% following rollout of relevant, researcher consulted process.</p>	<p>1. [Currently 33% indicate have engaged in regular career development reviews.]</p> <p>2. [Currently 67%]</p>			
PCDR4	Researchers positively engage in career development reviews with their managers.									
Career development support and planning										
The aims of these obligations are to promote researchers' career development planning through tailored support and gathering evidence of professional experience.										
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	<p>Career Development Training</p> <p>1. Support researchers to proactively plan and capacity-build to progress their research careers through the provision of researcher career development training.</p> <p>Supporting Diverse Researcher Careers</p> <p>2. In recognition that many researchers will pursue freelance careers, RDT to create a navigation resource page on the Researcher Development Hub highlighting resources and support on becoming self-employed, IP, project management, and consultancy. Highlight case studies that spotlight careers outside of academia.</p> <p>Research Mentorship</p> <p>3a. Bid for external resource to support the development of an internal, cross-college research mentorship programme that supports researchers to develop through:</p> <ul style="list-style-type: none"> -interdepartmental researcher mentorship -industry career development mentorship -EDI career development mentorship <p>3b. Develop existing research mentorship partnership with research development consultants, supporting annual cohorts of ECR's from all 18 departments to access mentor support on developing research proposals.</p> <p>4. Support Departmental Mentorship programmes by providing best practise and guidelines.</p>	<p>1. New Action.</p> <p>2. Carried Forward [Amended to updated resource context.]</p> <p>3. New Action.</p> <p>3b. New Action</p> <p>4. Ongoing</p>	<p>1. Oct. '24.</p> <p>2. Aug. '25.</p> <p>3a. Aug. '26</p> <p>3b. Sept. '24, '25, '26</p> <p>4. Aug. '25.</p>	<p>1. RDO</p> <p>2. RDO</p> <p>3. RDO, DRKE, Pro-Warden RKE</p> <p>3b. RDO</p> <p>4. HoOD&W</p>	<p>1. Participant feedback in the pilot of Epigeum's 'Advancing Your Research Career' training program indicates researchers found the programme relevant to their needs and useful in capacity building. Target participation rate of 10% of research staff in plan period.</p> <p>2. RD Hub resource data analytics show consistent engagement with digital resources.</p> <p>3. Infrastructure / Research Culture bid developed in collaboration with researchers, submitted for funder review.</p> <p>3b. 18 ECR's participate in annual research development mentorship programme. Post-programme feedback indicates researchers have been supported in developing their research.</p> <p>4. 10% increased percentage of researchers indicate having participated in mentorship pairings in CEDARS '25.</p>	<p>4. [Currently 55%]</p>			
PCDR3	Researchers 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.	<p>1. Expand PDR meetings between researchers and their research managers with the inclusion of career conversations and supporting PDR guidelines.</p> <p>Effective PDR record keeping system in-place to help build a portfolio of evidence demonstrating experience, which supports future role development.</p>	<p>1. New action</p>	<p>1. Aug. '26.</p>	<p>1. HoOD&W</p>	<p>100% PDR completion for all academic staff seeking promotion, with up-to-date development plan implemented. Researcher-articulated needs guide development and support activity.</p>				
Research identity and leadership										
The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities.										
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	<p>1. Communications Dept. to support researchers to update internal/external facing research profiles on Goldsmith's website. All researchers to be directly contacted and supported to update their profiles ensuring their expertise is recognised and readily available for review by potential collaborators/partners and media.</p> <p>2. Researcher development team to promote 'delegation' as a suggested researcher development tool in research grant start-up meetings.</p> <p>3. Pilot researcher media training to develop capacity and familiarity with presenting research to non-academic / media audiences and build research identity.</p> <p>4. Promote Leadership and Management training opportunities widely to Researchers via Heads of School, staff newsletters and direct emails. Provide wider flexibility in relation to time and accessibility to fit researchers' schedules and needs.</p>	<p>1. Carried Forward. [Updated.]</p> <p>2. Carried Forward [Updated.]</p> <p>3. New Action.</p> <p>4. New Action</p>	<p>1. Jul. '24.</p> <p>2. Aug. '24</p> <p>3. Sept. '25.</p> <p>4. Ongoing</p>	<p>1. Comms, SRKEM</p> <p>2. RDO, RDC</p> <p>3. RDO</p> <p>4. HoOD&W</p>	<p>1. By July 2024, 80% of researchers have been supported to update their research profiles.</p> <p>2. Survey of R-Only researchers shows that 60% report having had opportunities to lead as a result of project delegation.</p> <p>3. Researcher post-event qualitative feedback indicates participants anticipate the training will help them to more confidently and successfully engage with media opportunities in the future.</p> <p>4. Researcher post-event feedback indicates a majority of respondents anticipate the training will help them in their roles.</p>	<p>2. [Currently 50% - R-Only staff confirm they have been given such opportunities.]</p>			
PCDM4	Managers 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	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	<p>1. Increase researcher engagement in leadership and management programmes, such as 'self-leadership' and 'leading others', in order to support personal effectiveness.</p>	<p>1. New Action</p>	<p>1. Aug. '26.</p>	<p>1. HoOD&W</p>	<p>1. Increased Researcher participation in Leadership and Management training as evidenced through CEDARS responses and post-event feedback.</p>	<p>1. [49 research managers participated in AY '22/'23]</p>			
Diverse careers										
The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research.										

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>1. Enhance capacity for researcher engagement with industry, providing: [1a.] 3x training events; [1b.] Capacity building funding; [1c.] 1:1 support.</p> <p>Increasing researcher engagement with opportunities such as Knowledge Transfer Partnerships (KTP's), which create researcher jobs in roles that straddle academia and industry and include mentorship and development support.</p> <p>2. Encourage researcher engagement with secondment opportunities in policy and industry roles by highlighting opportunities in direct, targeted communications with researchers as well as the ECR Network, Researcher Development Hub, and Research Opportunities Bulletin.</p> <p>Supporting Practice Researchers</p> <p>3. In recognition of the institution's many practice researchers who often work between employment sectors with unbalanced resource and remuneration, develop a training and development partnership with the school practice research networks to conduct a needs analysis on policy and training/development initiatives which might better support the careers of researchers with non-academic/external employment or practice.</p> <p>3b. Feedback development needs, barriers, and incongruencies facing practice researchers to researcher development and research environment/culture industry leaders and funders.</p> <p>4. Support further development for Practice Researchers and their projects with an internal funding scheme that encourages practice researchers to pursue their own professional development, organise events that support the professional development of their peers, and support their capacity to lead research through project funding.</p>	<p>1. New Action. 1. Aug. '26</p> <p>2. New Action 2. Jun. '25.</p> <p>3. New Action 3. Feb. '26.</p> <p>3b. New Action 3b. Oct. '26</p> <p>4. New Action 4. Aug. '24</p>	<p>1. KEM, BEO</p> <p>2. PEO, BEO</p> <p>3. RDO</p> <p>3b. RDO</p> <p>4. SRKEM, DRKE</p>	<p>1. Training and capacity-building participants indicate in post-programme feedback that the programme has increased their interest and capacity in engaging with industry.</p> <p>Training programmes average at least 15 researchers per event.</p> <p>Goal of three new KTP's generated across three-year action plan.</p> <p>2. Consistent increase in CEDARS respondents with 'experience in' and 'interest in' participating in secondments/placements in non-academic employment sectors, supported by increased communications with relevant opportunities.</p> <p>3. Practice research networks to be included as a core interest group in researcher development and research culture initiatives. Increase in practice researcher engagement with research support infrastructure.</p> <p>3b. Co-developed strategies for improving the research environment, working conditions, and culture for practice researchers shared with external bodies and incorporated into internal action plan generation.</p> <p>4. Year-on-year increase of applications received, and increased engagement between practice researchers and institutional research infrastructure.</p>	2. Currently, 13% indicated having experience in and 68% interest in engaging in such opportunities.			
PCDM2	Managers support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments.								
PCDR2	Researchers explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments.								
PCDR6	Researchers consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation.	<p>Policy Development</p> <p>1. Develop and disseminate a 'Policy Engagement Handbook', breaking down recommended best practices and internal/external processes for researcher engagement with public policy.</p> <p>Researcher Development in Knowledge Exchange</p> <p>2. Support researcher development in the wider research system through 6 training events in areas such as: -Knowledge Exchange -Civic Engagement -Public Engagement -Policy Engagement</p> <p>Further support to researcher projects in these areas with 1:1 project development consultation and support.</p>	<p>1. New Action. 1. Aug. '25.</p> <p>2. New Action. 2. Sept. '26.</p>	<p>1. PEO</p> <p>2. KEM, HoC, PEM, PEO</p>	<p>1. Develop and distribute resource to all research staff via direct communications and themed posts in the ECR Network and RD Hub. Increased awareness of process and support in order to support a year on year increase of 10% in select committee submissions.</p> <p>2. At least two capacity building development events in these areas in each academic year. Where possible, recordings and resources to be made available as ongoing resources on the Researcher Development Hub. Researcher survey results indicate 5% increase in researcher engagement with Knowledge Exchange (currently 31%), Public Policy (currently 12%), and Public Engagement (currently 34%) by CEDARS 2025.</p>	1. [Currently 17 in AY '22/'23]			

* The Researcher Development 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 Researcher Development 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.

Further hyperlinks and supplementary information (more rows can be added)	
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Abbreviations and glossary (more rows can be added)	
RKE	Department of Research & Knowledge Exchange
POD	People & Organisational Development (HR)
RDO	Researcher Development Officer
HoODW	Head of Organisational Development & Wellbeing
DRKE	Director of Research & Knowledge Exchange
DDRKE	Deputy Director of Research & Knowledge Exchange
Pro-W RKE	Pro-Warden for Research & Knowledge Exchange
HoPOD	Head of People & Organisational Development
HoEDI	Head of Equality, Diversity, and Inclusion
HoC	Head of Civic Engagement
PEM	Public Engagement Manager
KEM	Knowledge Exchange Manager
PEO	Policy Engagement Officer
RSM	Research Support Manager
SRKEM	School Research & Knowledge Exchange Manager
BEO	Business Engagement Officer
RDC	Researcher Development Coordinator
Comms	Communications Department
Dir TaLIC	Director of Teaching and Learning Innovation Centre
ALR	Academic Lead for Research
Pro-W Edu	Pro-Warden for Education and Student Experience