Queen Mary HREiR / RD Concordat Implementation Action plan – 2022-2024
Appendix 1 - Progress Report (Backward Facing Action Plan)

Details

Institution name:	**Queen Mary University of London**
Cohort number:	**4**
Date of submission:	**27 January 2024**

The institutional audience* for this action plan includes:

Audience	Number of	Comments
Postdoctoral Research Staff (Postdocs) and Research Fellows **These researchers are the principal beneficiaries of the RD Concordat**	643	Informed from HR systems, July 2023, on research contracts, grades 4-7, with doctoral qualifications. Includes 74 early-career clinical researchers (ECCRs; C13, C32, C33 grades).
Academic Research and teaching staff* **This group includes Managers of Researchers who are also a key audience of the RD Concordat**	1240	Informed from HR systems (May 2023), cross referenced with HESA data. Includes 164 clinical researchers.
Teaching-only staff*	238	Research active staff who are primarily contracted to teach
Clinicians*	332	Includes 74 ECCRs +73 postdocs/fellows + 164 academic staff
*These groups are not all direct beneficiaries of the RD Concordat. More junior academic staff and clinical academics both benefit through access to the same programmes as postdocs and managers of researchers.		

Institutional context:	Queen Mary University of London is organised into three Faculties: Medicine and Dentistry (FMD), Humanities and Social Sciences (HSS), and Science and Engineering (S&E), that are further sub-divided into 19 Schools and Institutes, plus two additional research institutes for a total of 21, located across five research campuses. As a multidisciplinary research-intensive institution with approximately 643 postdocs and research fellows, 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 12 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. The RD Concordat Implementation Group (RDCIG) has representation from two postdoctoral researchers and one member of academic staff (managers of researchers) from all Faculties, as well as the Executive Officer Research and Innovation, the Faculty Strategic Research Managers (FSRM), and representation from Human Resources (HR), Equality Diversity and Inclusion (EDI), and the Research Culture (RC) teams. Our interim Concordat Champion is Prof Andrew Livingstone (VP Research & Innovation). The group is chaired, managed, and supported by the RD/QMA in the Queen Mary Academy.

Colour Code:	**Concordat Obligation** not actioned or reported-on	**NEW** Action	Action is Complete	Action is partially complete, with follow-on or new actions	Action in progress or ongoing (waiting for progress update)	Action stalled

Aims from AP2022 are numbered 1-10. Additional Actions (completed before Dec 23) are labelled A-F. New Actions from AP2024 are numbered 1-23.

			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.	**AP2022 – Aim 1 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.	AP2022	February 2022	RDCIG	Event runs with a minimum of 50 of researchers attending from all three faculties.		**COMPLETE** Concordat launch event, Postdoc Careers, Development & culture ran on 21 March 2022 online **with over 65 participants from all faculties.**	**Impact:** A diverse group of Queen Mary researchers attended one of the first events at The University to promote the RD Concordat, to announce the first action plan as a signatory, and to discuss the work going on at Queen Mary to support postdocs, their development, and their environment and culture. MS Teams Group and resource share from existing postdoc groups. Welcome pack resources informed by this audience were launched during in early January 2023 and can be found here.	**Follow-on Actions:** As we were not able to run this as an in-person event, we organised the first ever Queen Mary Postdoc Conference almost 1 year later – reported as Additional Action A.

		Additional Action A: Run the inaugural Postdoc Conference at Queen Mary. NB: Additional Actions were not included in AP2022, but were completed during that reporting period. They are included here as completed interim actions, labelled A-E.	follow on work from AP2022 Aim 1	March 2023	A panel of volunteer postdocs from across The University led by The RD/QMA in the Queen Mary Academy (RD/QMA)	Impact: [1] community building and networking opportunity for postdocs from across the university; [2] leadership and event planning skills for postdocs; [3] foster a positive and supportive research culture and prove a space to discuss their experience; [6] a forum to engage senior leadership with their concerns.	Inaugural event funded and supported by the Queen Mary Academy and the Enhancing Research Culture Fund (Research England)	COMPLETE 27 March 2023. It was organised by a panel of 17 postdocs across Queen Mary, and was attended by 83 participants. This event will become a feature part of our postdoc research culture at Queen Mary. Participants feedback (following event) rated it 4.5/5 (N=22), with all feedback respondents (N=32) agreeing that a university-wide event for postdocs should be run annually. 90% of postdocs responding to CEDARS (Base n=181) responded similarly, rating the careers talks (4.3/5), the opportunity to feedback to senior leadership (4.1) and the networking opportunity with other postdocs (4.1) the best parts of the conference.	Impact: The Conference generated a paper to RIB (24/08/23) with six recommendations that came from discussions during the Postdoc Life segment. These recommendations have informed future action planning (see 'Follow-on Actions in the next column), and funding proposals have been written to gain resource to deliver three of the recommendations. One has come back as unsuccessful, two others are still pending. A more inclusive way to identify postdocs in HR systems was identified in organising this event. This approach will help to inform AP2024 - Action 4 Those organising learned leadership, project and event management skills, and gained greater operational knowledge of the university. Researchers in attendance networked across Faculties, Schools, and Institutes, finding commonality in the postdoc experience and discussing issues of concern. These individuals used CEDARS to inform areas of priority for discussion and programme choices.	Follow-on Actions: The Recommendation Paper written by the postdocs for RIB informed the 2024 action plan (See Action 1, 5, 9), and some aligned with work that was already undergoing (see Additional Actions A,B,D,F). For example, the first recommendation in the Conference Paper to senior leaders was to run an annual postdoc conference. The next conference is Action 1 in AP2024 and will build on the success of the first conference. Funding for the 2024 conference is sought from the Research England Enhancing Research Culture fund again through the internal call for funding (Action 5). Postdocs highlighted an issue with starting salaries not being as competitive compared to London Universities. This aligned well with work that was already underway (Additional Action D) that made QM postdoc starting salaries more locally competitive.

			AP2022	January 2022	EDI Team HR	An updated EDI strategy with follow-on aims pertinent to researcher community will be reported in our AP2023.		**COMPLETE** Plans for enhancing EDI governance were published in the 2020/21 Annual Report, with the new structures and resourcing changes published in their 2021/22 Annual Report.	**Impact:** The EDI Team at Queen Mary has undergone a transformation since AP2022, having recruited five new EDI colleagues to lead on work in the areas of gender, race/ ethnicity, and LGBTQ+ and disabled equality at Queen Mary (see organogram here).	**Work ongoing:** Work in the EDI area is continuing. We renewed our Athena Swan Silver award in 2023 and will submit for Gold in 2027. We are working toward a Bronze Race Equality Charter submission in 2024, including actions supporting postdocs.
ECI2	Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.	**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. 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.			RDCIG	A majority (>50%) of focus group attendees feeding back that new EDI strategy demonstrates the institution's commitment to equality, diversity and inclusion		Focus groups did not run but a majority of postdocs (78%) and academic staff (71%) believe Queen Mary to be committed to these ideals (CEDARS 23). No differences were noted when comparing responses from women and men, or comparing responses from BAME researchers to white researchers.	One of the EDI Managers sits on the RDCIG. The increase of resource resulted with the launch of a new EDI Team structure, with the aim to broaden our approach to EDI. The University successfully retained our Silver Athena Swan status, created Queen Mary's inaugural Race Equality Staff Network, and agreed to work towards the University Mental Health Charter. In addition, we put into motion a new strategic approach to preventing and responding effectively to bullying, harassment and sexual harassment, and launched a new Staff Survey that will run annually. In March 2022, our Trans Inclusion Statement of Commitment was re-affirmed and updated	
		Additional Action B: The new RC Team to delivered Research Culture Strategy	**Additional Action**	M1: Dec 2023	RC	**Milestone 1:** gain RIB approval		**COMPLETE** RC team was recruited from late summer 2023 and began to draft the RC strategy.	**Impact:** The strategy outlined our proposed structures and plans to develop a positive and inclusive research culture at Queen Mary.	**Follow-on Actions:** Two (inclusive) completed 'Additional Actions' to this plan (B and C), and four new Actions (3-6) in AP2024.
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.									

ECR 1		**AP2022 – Aim 6: To enrich local research cultures and to amplify researcher voices,** we will work to encourage local research staff organisations by approaching Faculties/Schools/Institutes with current or recent organisations to try to understand the practices that supported their success and to understand the barriers to their permanence. See ECI5 / ECM2	AP2022	Phase 1: September 2022 Phase 2: July 2023 Phase 3: August 2024	RDCIG	Phase 1 – RDCIG Manager to report on the practices that promoted and barriers that hindered their continuation. Phase 2 – RDCIG to encourage continuation or emergence of local RSAs to enrich research staff culture. Phase 3 – more than half attending focus groups in 2024 reporting increased activity from local postdoc-led efforts (including but not limited to RSAs)		**COMPLETE** RDCIG coordinated with active Research Staff Associations (RSAs) early in December 2021 and Engineering and Materials Science (SEMS) and Barts Cancer Institute (BCI) were consulted further. Both groups contributed to an online event at the Concordat Launch Event in March 2022 that included 15 others, from Schools/Institutes without active RSAs. Postdoc representative from SEMS RSA presented during Postdoc Life segment of Postdoc Conference in March 2023 about the benefits to being involved in an RSA. RSAs now active in Barts Cancer Institute (BCI), Blizard Institute SEMS, William Harvey Research Institute (WHRI) and the Wolfson Institute are active and planning events for 2023/24.	**Impact**: local research staff activity was encouraged as a regular part of our postdoc events, and groups networked with each other. Three RSAs promoting PAW 2023 events Currently there is postdoc/ECR-led cultural activity five of Schools and Institutes that represent approximately 70% of our postdoc population. The RC team was launched at Queen Mary in the summer of 2023. Amongst their strategic priorities will be to encourage activity from local research culture efforts like RSAs. They are due to announce their Culture Strategy in Q4 2023.	**Work ongoing:** We will continue to monitor postdoc-led cultural initiatives in Schools and Institutes, with further updates to follow in our yearly updates and action plans. Further avenues of support are being considered for RSAs, including an application for funding from the Research England Enhancing Research Culture fund (Action 5 AP2024).

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.
ECI4	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.
ECM3	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.
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.

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.
ECR2	Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.
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.	
ECI5 / ECM2	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.
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.
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to 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.

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.								
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.	**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. See Action 3 - ECI6 and Action 5 – ECR1	AP2022	April 2022

January 2023

February 2023 | RDCIG with input from appropriate stakeholders | New Terms of Reference published online

Improved local level engagement including actions originating from School/Institute levels for our next action planning cycle AP2023

New data sharing plan communicated to relevant stakeholders by RDCIG Manager, in order to better embed action planning | | **COMPLETE**

RDCIG was expanded to include representation from two postdoc/ ECR reps. and one academic staff (manager) rep. from each faculty, as well as the RC team. Updated Terms of Reference were published online. | **Impact:** a greater degree of researcher input embedded into our Concordat action planning processes.

Improved CEDARS data reporting to the faculty level (to the FMD's Faculty Research Culture Committee and to the S&E and HSS Research Advisory Groups); as well as dissemination through HR, EDI, and RC teams.

Novel de-centralised Concordat Action Planning mechanisms embedded to the faculty level, resulting in 10 actions in the 2024 plan | **No further action:** The implementation of the RD Concordat, and data-sharing is now embedded to the faculty level. We will, over the course of this action plan update yearly on our progress, and invite individual Schools and Institutes to contribute Concordat actions for 2027-2030, implementing the lessons learnt.

We will continue to review RDCIG membership and ensure appropriate representation of stakeholders, |
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.8								

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.

EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.

EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.	**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.	AP2022	January 2023, and 3x per year thereafter Jan 2024	RDCIG, and relevant stakeholders	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.		**Partially complete with actions to follow** Inaugural postdoc Welcome Event ran during PAW 23. This pilot event featured members from research support units across the institution and signposted a new set of Welcome Pack Resources, informed from suggestions from other postdocs.	**Impact:** Improved Welcome (induction) Resources for Researchers is available to researchers when they start at Queen Mary. This in conjunction with updated ways to identify new postdocs in our HR systems (see ECI1), enables greater opportunities to engage researchers with information that will ease their acclimatisation at Queen Mary.	**Work ongoing:** These events will run online or in-person up to 3 times per year, co-led by the RD and RC teams. The RDCIG will take on a standing action to review the Wellcome Pack resources during their last meeting of the year (typically in June or July). This annual review will be partially informed by a new institutional CEDARS question to ask researchers to feedback on these resources. Those who attend the synchronous Welcome events will be asked to feedback about their usefulness using online surveys following the event. CEDARS will be used to review researcher feedback on institutional level induction.
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.										
EI3	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers'	**Additional Action C: Run an appreciation campaign for postdocs during Postdoc Appreciation Week (PAW)**	**Additional Action**	September 2023 (PAW)	RD/QMA	**Success Measures:** 15-20 postdocs recognised (3-4 postdocs per day of the week).		**COMPLETE** Colleagues were invited to publicly send a message of appreciation to a postdoc. Each message was shared on social media and the postdoc was sent a lunch voucher.	**Impact:** This provided recognition of individual postdocs and raised the profile of their work and the range of ways that postdocs contribute to their communities and research cultures.	**Work ongoing:** This is now embedded practice and will run every year during PAW activities.

	contributions and the diversity of personal circumstances.								Over 60 messages of appreciation were sent to postdocs over the week.		
		Additional Action D: Update the entry-level postdoc salary to bring it in-line with other London institutions. Grade 4 starting salaries were below the London average.	This issue was independently identified by both the VP R&I and the postdocs at the Postdoc Conference 2023.	May 2023	RIB, Human Resources			**COMPLETE** **All postdocs will now enter at Grade 4 at spine point (SP) 29 as opposed to SP27.** Any PDRAs on SP27 were automatically moved up to SP29. The junior research training zone point (researchers support, RAs) has been moved up from SP24 to SP26.	**Impact:** Starting postdoc salaries at Grade 4 are now in-line with other London institutions, and Queen Mary is now more attractive to starting postdoc candidates.	**No further action:**

EM3	Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers

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.
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.

EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.
EI5	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation.

EM1	Managers undertake relevant training and development opportunities	AP2022 – Aim 8: **Explore new training options for Managers of Researchers.** We will review what is	AP2022	September 2022	RD/QMA and the Queen Mary Academy	To complete a Training Needs Analysis mapped to a review of current provision for Managers of		**COMPLETE** Training Needs Analysis was informed by: CEDARS 2021	**Impact:** Training needs analysis identified leadership and management as areas of importance, and the need for a programme of	**Work ongoing:** Academic Leadership Development team launched its

	so that they can manage researchers effectively and fulfil their duty of care.	currently available to support managers of researchers to develop their practice and assess areas to expand our training provision for this group					Researchers to support EDI, Leadership, and line-management roles		and 2023, looking at the development needs of managers both as described by the managers themselves and by the postdocs who are managed by them, and also by an analysis of anonymised data from the 'developmental needs' and 'developmental activities' sections of the academic staff appraisal forms.	development to specifically support academic leaders and managers. Queen Mary Academy recently recruited to a new Academic Leadership Development team (3 FTE) whose remit covers leadership and management development for academic staff.	programme in 2023, focusing on senior educational leadership. The team is developing programmes for module organisers and research leadership.
EM4	Managers actively engage in regular constructive performance management with their researchers.									
ER3	Researchers positively engage with performance management discussions and reviews with their managers.									
Job security										
The aim of this obligation is to improve the job security of researchers.										
EI6	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.	**Additional Action E: FMD will host 2 Daphne Jackson Fellowships**	**Ne**	June 2023	FRCEC			**COMPLETE** Recruitment for DJ Fellows closed in October 2023	**Impact:** Increased support, flexibility, and opportunity for individuals returning to research within FMD following career breaks Two Daphne Jackson fellows were recruited to FMD.	**Work ongoing:** The FMD will bid annually to be able to host Daphne Jackson Fellows
		Additional Action F: FMD Approved a Senior Staff Scientist Grade 6 job profile (equiv. to starting lecturer)	**Interim Action**	October 2023	FMD EDI Committee			**COMPLETE** Job profile was approved by HR in June of 2023.	**Impact:** A new mechanism for career progression for senior postdocs not wishing to pursue academic route; and talent pool maintained PIs have a new job profile they can write into their grants in addition to standard research assistant and postdoctoral researcher roles.	**Work ongoing:**

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.								
PCDI 1	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors.	**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/QMA website, to better guide postdocs.	AP2022	August 2022 and August 2023	RD/QMA	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. Phase 2 - A majority (>50%) of focus group attendees feeding back that new structures are an improvement	Partially complete, partially continued with **new actions carried forward** The Researcher Development team in the Queen Mary Academy was restructured in 2022/23, moving responsibility for doctoral student development to the Doctoral College. Researcher Development provision for postdocs was reconceived, as traditional development workshops were not as well attended by postdocs, and new elements were trialled in 2022/23.	**Impact:** Participants have fed-back positively on the pilot runs, "by the end of the session I felt connected to my peers, empowered to take on new challenges".	**Follow-on Actions:** A new Researcher Development Programme for postdocs will be rolled out from 2023/24 that will feature greater opportunities for researcher to build community and network with each other alongside opportunities for deeper and more tailored learning. Topics include support to find and apply for research funding, career development support, new programmes to support commercialisation of research, and a mentoring programme. Our postdocs will have opportunities to organise elements of their research culture (like the annual Postdoc Conference), and to begin to develop as leaders. See Implementation Report – Lesson's Learned Section, and below (AP2024 – Actions 15-19)

| | | AP2022 – Aim 5 The RD/QMA-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 – RD/QMA to analyse the information gathered through AP2020 – Aim 4, CEDARS2021, and consult with different Schools/Institutes and OPD* to consider appropriate mentoring-based approaches for postdocs using examples of good practice already in use by March 2022. *OPD is testing out a computer platform to support matching for coachees

Phase 2 – RD/QMA to explore with colleagues how mentoring is currently recognised and rewarded and how this could be promoted or improved upon

Phase 3 – RD/QMA to develop an effective communications plan to ensure better engagement from mentees and mentors | AP2022 | Phase 1: May 2022 Report by July 2022.

Phase2: October 2022

Phase 3: Jan 2023 | Phase 1: RD/QMA in collaboration with leadership from Schools/ Institutes and other stakeholders (including OPD).

Phase 2: RD/QMA with input from Schools/ Institutes

Phase 3: RD/QMA with input from Schools/ Institutes | 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 a report with recommendations.

Phase 2: consult with Schools/ Institutes and draft comms plan

Phase 3: Update reported in AP2023 on training roll out, with a success measure focused on the impact on postdoc development of mentoring options | | **Partially complete with follow-on Actions.**

Postdoc Mentoring trial began in March 2023 across four QMUL Schools and Institutes. After training, we matched 14 mentor-mentee pairs, which wrap up their 6-month mentoring window in September and October. The trial also tested the MentorNet platform to support the administrative functions of the programme.

The next milestone involves collection of participant feedback and analysing it against the initial results at the start of the programme, and evaluate the MentorNet tool (November/ December) | **Impact:**

Feedback at the start of the programme (following the initial meeting) was optimistic, with all those who fed-back reporting that their partner was fully engaged in the process and 86% were optimistic about their mentoring relationships (the other 14% reported it was too soon to say).

The MentorNet platform was useful for mediating the matching, but not well engaged with once pairs began meeting.

86% we satisfied or very satisfied with the mentoring arrangement. 57% of mentoring pairings met more than 4-times over the 6-months, and 86% plan to continue meeting informally.

Two-thirds report discussing planning my professional development, applying for fellowships, applying for small grants, and networking during their meetings.

"I think both my mentor and the programme itself have worked well in my case. Simply speaking to an experienced academic outside my research group about norms, culture and development has been very useful. We also managed to work towards some longer term goals for my next years in research" – Mentee (FMD) | The trial was a success and will inform the mentoring solution the Queen Mary Academy will roll out as **follow-on Action: AP2024 – Action 19** to offer a scalable mentoring programme for postdocs that can be offered annually. |

| PCDI6 | Monitor, and report on, the engagement of researchers and their managers with professional development activities. | **AP2022 – Aim 4: Support Researchers in tracking and planning their CPD.** The project to implement a new LMS is QMUL is led by HR and IT Services

Plan over the 2022/23 academic year to familiarise researchers and their managers with the new LMS and its CPD planning capabilities | AP2022 | September 2022*
*Assuming the procurement process goes as anticipated, the new LMS should be in place

January 2023 | RD/QMA | That the CPD tracking and planning functionality is accounted for in the procurement process.

Update reported in AP2023 on training roll out, with an impact-focused success measure or contingency alternative. | | **Partially complete with new actions moving forward.**

New LMS (Totara) has basic CPD tracking with further functionality to be added in ongoing phases of the implementation. | **Impact:**

As Totara is integrated into QM HR Systems, we are able to report on CPD engagement in ways we could not before. | **Follow-on Actions: See AP2024 – Action 17**

Postdocs will have a user-friendly tool rolled out to help them track, record their CPD. Planned redevelopment will enable postdocs to identify skills gaps and plan their activity. |

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.

PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.
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.
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.
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.

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.
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.								
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills								

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.

| PCDI 5 | Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this. | **AP2022 – Aim 10: New support for research commercialisation for postdocs.** We will explore how existing commercialisation support and training programmes for PhD students (Q-Researcher Enterprise) and Academic Staff (Queen Mary Entrepreneurs Club) can be expanded to include postdoctoral researchers. | AP2022 | February 2023 | Queen Mary Innovation Ltd (QMI), RD/QMA, Executive Officer for Research and Innovation | Develop a plan to pilot a researcher commercialisation training programme for postdoctoral researchers.

Pilot feedback results in a majority (>50%) would recommend the programme to a colleague | | **Partially complete and actions carried forward**

Postdocs have been attending the Entrepreneurs club since July 2022.

Q-Researchers Enterprise no longer runs.

Initial proposals discussed between RD/QMA and QMI on Commercialisation programme for postdocs planning began in summer of 2022, but this work was put on hold with the RD/QMA restructure. **This part of this action is carried forward in AP2024 as Action 22.** | **Impact:**

Postdocs have regular networking opportunities with academics and entrepreneurs through the Entrepreneurs club. | **Follow-on Actions:**

QMI and RD/QMA to resume planning commercialisation and entrepreneurial development support for postdocs.

Carried forward at AP2024 – Action 18 |

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								

* 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	
1	www.qmul.ac.uk/rd-concordat is our main Concordat page, where we publish all action plans and maintain information about Concordat Implementation, the HR Excellence in Research Award, and the RDCIG membership.
2	www.qmul.ac.uk/research-staff-cop the code of practice was developed with researchers, their managers, and senior research leaders to outline the expectations on researchers at Queen Mary along with the support available from research services
3	www.qmul.ac.uk/queenmaryacademy/postdocs is the Queen Mary Academy page that highlights information about the researcher development provision for postdocs and fellows.
4	www.qmul.ac.uk/queenmaryacademy/postdocs/resources is the induction/welcome resources created for postdocs, which will be updated annually.

Abbreviations and glossary	
AP2022	HREiR Action Plan 2022-2024
AP2024	HREiR Action Plan 2024-2027
BAME	Black and of Minoritised Ethnicity
CEDARS	Culture, Employment, and Development of Academic Researchers Survey
CoP	(Research Staff) Code of Practice
CPD	Continued Professional Development
ECR	Early-career researcher
EDI	Equality Diversity and inclusion (Team – within HR)
FMD	Faculty of Medicine and Dentistry
HoS	Head of School
HR	Human Resources
HREiR	HR Excellence in Research
HSS	Faculty of Humanities and Social Sciences
LMS	Learning Management System
OPD	Organisational and Professional Development (within HR)
PAW	Postdoc Appreciation Week
PDRA	Postdoctoral Research Assistant
QMA	The Queen Mary Academy
QMI	Queen Mary Innovations Ltd (Queen Mary's technology transfer office)
QMUL	Queen Mary University of London
RC	Research Culture
RD	Researcher Development
RD/QMA	The Researcher Development Team (within the Queen Mary Academy)
RDCIG	Researcher Development Concordat Implementation Group

Abbreviations and glossary (continued)	
REF	Research Excellence Framework
RIA	Research and Innovation Awards
RIB	Research and Innovation Board
S&E	Faculty of Science and Engineering
VP R&I	Vice Principal of Research and Innovation