

## APPENDIX A – Definitions and Abbreviations

### Postdocs or Postdoctoral Researchers

Research Staff with doctoral qualifications, typically on fixed term or rolling contracts, usually funded on a research grant in their line manager’s name. (e.g. Postdoctoral Research Assistant, Postdoctoral Research Associate)

### Research Staff

A catch-all term for researchers (with and without doctoral qualifications) who may or may not be on the typical academic career track. Job families include postdocs, technicians, research support staff, or senior research staff. This does not include individuals on teaching contracts.

### Fellows

Fellow are a subset of postdocs who are on some form of fellowship or self-support, including clinical fellows.

### Abbreviations

BAME – Black, Asian and Minority Ethnic  
 CPD – Continued Professional Development  
 CROS – Careers in Research Online Survey  
 EMS – Education Management System  
 HE – Higher Education  
 HEI – Higher Education Institution  
 HR – Human Resources  
 HSS – Faculty of Humanities and Social Sciences

OPD – Occupational and Professional Development  
 RD – Researcher Development  
 RSA – Research Staff Association  
 S&E – Faculty of Sciences and Engineering  
 SBSC – School of Biological and Chemical Sciences  
 SMD – Barts and the London School of Medicine and Dentistry  
 SMS – School of Mathematical Sciences  
 WHRI – William Harvey Research Institute

## APPENDIX B – Breakdown, by faculty, of staff on Research contracts (data from November 2019)

QMUL Faculty	Research Staff	Postdocs (subset of Research Staff)	Fellows (subset of Postdocs)
<i>HSS</i>	69	59	38
<i>S&amp;E</i>	181	170	33
<i>SMD</i>	414	344	109
<i>Totals (by contract type)</i>	<b>664</b>	573	180

## APPENDIX C – Status of Actions from AP2018

<b>Key</b>		Action Completed / Direction forward shows a <u>strong</u> upward trajectory		Action not completed / Progress slowed, but upward trajectory maintained		Action Stalled / No significant progress in this area
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Aim Status	Paraphrased Concordat Clauses (2008)	Progress on Aims and Actions from AP2018	Timescale and (Lead)	Follow-on Actions
<p><b>Aim 1 – Research Staff Appraisals</b></p> <p>Success Measures:</p> <ul style="list-style-type: none"> <li>clearer reporting for researcher completion rates</li> <li>10% increased staff being appraised</li> <li>10% increase in staff satisfaction with appraisal</li> </ul>	<p>2.3 – Research Managers participation in performance management and associated development</p> <p>3.5 – Researchers benefit from clear systems that help plan their careers and development</p> <p>5.6 - Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated</p>	<p>Reporting on researcher-specific completion rates is now possible through our HR Systems team. These data suggest that CROS may under-represent completion rates in some larger academic units (e.g. SMD)</p> <p>Units with larger groups of research staff have almost a 20% increase in engagement with appraisal processes. These values will serve to benchmark progress moving forward.</p> <p>Training available from Professional and Organisational and Professional Development (OPD) Team (HR):</p> <ul style="list-style-type: none"> <li><a href="#">Appraisal Training for Reviewers</a>– attended by 30 Researcher Managers in 2018/19</li> <li><a href="#">Making the most of your appraisal</a>– attended by 19 Researchers in 2018/19</li> </ul> <p>E-appraisal forms were reviewed and updated to focus on tracking progress, highlighting issues, supporting career trajectory discussions, and identifying development needs. Guidance to help managers frame these discussions was also produced.</p> <p><b>E-Appraisal Data (HR Systems)</b> Data tracking the progress and completion of appraisal by those on research contracts at QMUL, separated by faculty. The statuses communicated below include: Not Engaged, no history of having started the process; engaged, started and had appraisal discussion with line manager but did not finalise</p>	<p>In place by 11/2017 (HR Systems)</p> <p>Ongoing (OPD)</p> <p>Reviewed in 2018, new forms and guidance on conducting appraisal for researchers to come into effect for 2020 appraisal monitoring. (OPD)</p>	<p>See AP2020 – Aim 1/1a</p>

the forms; completed, had appraisal discussion and completed all related reporting requirements with E-appraisal.

**E-appraisal engagement data, by faculty.**

	Not Engaged		Engaged* (completed)	
	2017	2019	2017	2019
HSS	36%	25%	64% (43%)	75% (19%)
S&E	34%	25%	66% (37%)	75% (52%)
SMD	14%	27%	86% (67%)	73% (58%)

Overall, averages between 2017 (72%) and 2019 (74%) are not significantly different, but two of the faculties that were engaging less show improvements by approximately 10%, whereas SMD shows a drop in overall engagement. Taken together these numbers suggest a good level of engagement with yearly appraisal mechanisms, however a drop in completion rates across the board, with some academic units reporting significantly lower completion than average rates across the institution.

Overall satisfaction (“usefulness”) has dropped slightly (4%) but still in line with other HEIs in the sector. Significant gains made in usefulness scores in helping to focus on career aspirations (49% in 2017 to 60% in 2019) and identifying development opportunities (43% to 55%), bringing both measures to slightly higher than the UKHE Benchmark. This suggests that QM researchers, on average, find the appraisal process somewhat useful, however room for improvement is left in addressing other aspects deemed less useful in CROS, e.g. overall usefulness, helping to focus on progress.

**Aims 2 & 2a:  
Welcome packs  
for Researchers**

3.6 – Induction programmes for researchers and effective and

Induction support at the local level was rated as useful by 57% of CROS 2019 respondents, though down approximately 5% from 2017, these are rated useful by proportionately more (9%) than the UK HEI benchmark.

**Action carried forward to AP2020 under new ownership.**

See AP2020 – Aim 2

<p>Success Measures:</p> <ul style="list-style-type: none"> <li>Regularly updated welcome packs online</li> <li>Produce pamphlet version</li> </ul>	<p>supportive research environments</p>	<p>Welcome Packs (November 2017) were developed collaboratively by local and QM-wide research staff associations (RSAs) initially distributed and made available online via local postdocs associations (e.g.: <a href="https://www.qmul.ac.uk/whri/people/whri-postdoctoral-network/">https://www.qmul.ac.uk/whri/people/whri-postdoctoral-network/</a>).</p> <p>QMUL Research Staff Association (QRSAs) disbanded in December 2018 as researchers moved on to subsequent research or academic posts before replacements were found. Efforts to keep welcome packs updated transferred to local RSAs and RD.</p>	<p>(Local RSAs and RD)</p>																					
<p><b>Aim 3 – Researcher Training Board</b></p> <p>Success Measures:</p> <ul style="list-style-type: none"> <li>Establish Researcher Training Board and declare ToS</li> </ul>	<p>3.1 – UK HEIs to provide career development provision comparable to other sectors</p> <p>3.3 – Transferrable skills training to be embedded in CPD training</p>	<p>Though the researcher training board did not form in name, RD conducts annual reviews the programme of workshops and courses available for QMUL researchers.</p> <p>A large-scale review of all research services is currently ongoing review opened in the summer of 2019 (under the leadership of Dr Sharon Ellis – Director of Research Services).</p> <p>The ongoing review is examining CPD provision to researchers and will report findings early in 2020.</p>	<p>(Head of RD)</p> <p>Function of the proposed training board from AP2018 will be assumed by the Review of Research Services and annual reviews of CPD by relevant contributors.</p> <p>Plans regarding future Research Services reviews to be decided pending the outcome of the review</p>	<p>Actions and progress following on from review to be included in Concordat Action plan (see AP2020 – Aim 3)</p>																				
<p><b>Aim 3a – Increase researcher engagement with CPD programme</b></p> <ul style="list-style-type: none"> <li>Target: minimum 60% of research staff engaging with CPD programme</li> </ul>	<p>3.7 – Employers and funders to articulate skills that should be developed at Each Stage</p>	<p>Engagement with workshop and event based CPD amongst researchers has increased over the last three academic years. Levels of researchers seeking out bespoke (1-to-1) support has remained constant over the last three academic years.</p> <p><b>Researcher engagement with CPD programme at QMUL</b></p> <table border="1" data-bbox="680 1107 1451 1385"> <thead> <tr> <th>Academic Year</th> <th>Unique individuals attending at least one course</th> <th>% research staff</th> <th>Avg number of sessions attended</th> <th>Range of sessions attended</th> </tr> </thead> <tbody> <tr> <td>2016/17</td> <td>364</td> <td>50%</td> <td>3.0</td> <td>2-12</td> </tr> <tr> <td>2017/18</td> <td>375</td> <td>53%</td> <td>2.6</td> <td>2-12</td> </tr> <tr> <td>2018/19</td> <td>510</td> <td>72%</td> <td>2.1</td> <td>2-8</td> </tr> </tbody> </table>	Academic Year	Unique individuals attending at least one course	% research staff	Avg number of sessions attended	Range of sessions attended	2016/17	364	50%	3.0	2-12	2017/18	375	53%	2.6	2-12	2018/19	510	72%	2.1	2-8	<p>Monitored regularly (RD Team including relevant stakeholders – e.g. Career Service)</p>	<p><b>Ongoing action to maintain engagement levels above 70%. (RD)</b></p> <p>See AP2020 – Aim 3</p>
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		<p>From CROS 2019 – 63% of our researchers engaged in at 1-5 days, 28% 5-10 days, and 8% engaged in more than 10 days of CPD from 2018-2019 (levels comparable to UK and RG benchmarks). Taken together, these data suggests that most QMUL research staff engage in multiple days of development activity per year, some of which comes through QMUL’s RD programme, whilst some comes from opportunities organised at the School/Institute level (e.g. Meet the Evaluators – a funding workshop organised by the Blizzard Institute on 20.11.2019; Career planning, Funding and Impact training – multiple sessions provided to SPIR researchers in spring of 2018/19), or through external providers. More examples are listed on our <a href="#">website</a>.</p> <p>Approximately 5-10% of researchers engage in <a href="#">1-to-1 support</a> offered through RD Development Coaching or Careers Advice services.</p> <p>Taken together, these data suggest a good culture of engagement with CPD amongst our researchers <a href="#">QConsult Researchers</a> places PhD students and early career researchers into bespoke consultancy projects for host organisations in and around London, who benefit from diverse insight and high-level research and analysis skills. In the last 18 months we secured £61,000 of funding to run 3 rounds of the programme for 67 researchers. 86% of our researcher participants said the programme increased their understanding of the sector their project was in and 82% said the programme put them in a better position to achieve their career goals. 91% of participants said they were more aware of employability, skills set and the knowledge they had to offer as a result of the programme.</p> <p>Approximately 5% of postdoctoral researchers engage with the QMUL Researcher Mentoring scheme. 2019/20 cohort will offer postdocs the opportunity to mentor PhD students, as well as being mentored by a member of staff, to give postdocs experience supporting other researchers (CROS2019 - 39% of researchers want to mentor or support other researchers but have not had the opportunity)</p>	(RD)	
			(RD)	
			(Careers)	
			(RD)	See AP2020 – Aim 4
<b>Aims 4/4a/4b, Aim 5 – Aims</b>	3.13 – Researchers having a say in	As a result of AP2016-Aim5, QMUL ran a central RSA for postdocs and research staff which began small, and saw some growth up until early		See AP2020 – Aim 5

<p><b>related to the QRSA</b></p> <p>Success Measures:</p> <ul style="list-style-type: none"> <li>• expand its representation across QMUL</li> <li>• set out ToS and strategy</li> <li>• implement comms strategy</li> <li>• review researcher engagement with decision making</li> </ul>	<p>policy and representation on staff committees</p> <p>5.5 – Researchers recognise primary responsibility for managing and pursuing a career is theirs and should identify training needs</p>	<p>2018, as the QRSA. The group helped organise events for research staff, as well as feed into university-level policy discussions with senior management.</p> <p>Unfortunately, the group disbanded by December 2018, as most of the more active members had moved on to different research or academic roles at different institutions. Some stayed on to help create local RSAs within their existing departments.</p> <p><b>Thus the actions communicated in AP2018 (Aims 4, 4a, 4b, and 5) that were to be led by the QRSA, including expanding their (Aim4), setting out their terms of service (Aim 4a), communications strategy (Aim 4b) were not completed and these actions will be carried forward in AP2020.</b></p> <p>In their place, local RSAs like the WHRI Postdoc Network, and the Blizdocs (Blizard Institute), as well as smaller groups in SBCS, and SMS</p> <p><b>Aim 5 involved a QRSA review of researcher involvement in university decision making processes.</b> RD is currently surveying Schools and Institutes for examples of researcher involvement in decision making structures, and some examples include representation on recruitment panels, Athena SWAN committees, and strategic committees (e.g. REF, TEF and KEF).</p>	<p>(RD)</p>	<p>Update <a href="#">Concordat website</a> with survey information.</p>
<p><b>Aim 6 – Publish Gender and Equal Pay Audit Reports</b></p> <p>Deadlines</p> <ul style="list-style-type: none"> <li>• Gender Pay by March 2018</li> <li>• Equal Pay by Dec 2018</li> </ul>	<p>1.5 - The level of pay or grade for researchers should be determined according to the requirements of the post, consistent with the pay and grading arrangements of the research organisation.</p>	<p>Research roles, as with all other career families at QMUL, are appropriately graded in line with the National Pay Framework Agreement. The grading looks at the relative “size” of the role across a range of dimensions that cover all types of roles within HE. Dimensions include required knowledge and decision-making. QMUL is compliant with the reporting required by the Minority Act (2010). QMUL reported a pay gap of 13.69% (March 2018 data), which is just below the sector mean (14%) and a significant drop to that reported in 2017 of 21.7%. Actions related to these pay gaps were articulated in our Equality and Diversity Annual Report 2018.</p> <p>QMUL reported a mean Black, Asian and Minority Ethnic (BAME) pay</p>	<p><b>QMUL will continue to monitor and report its gender and BAME pay gaps annually, and report these via our Equality, Diversity and Inclusion website as required by law:</b> <a href="http://hr.qmul.ac.uk/equality/">http://hr.qmul.ac.uk/equality/</a> (HR reward Manager)</p>	<p>Reporting carried out annually.</p>

		<p>gap of 21.9% (September 2018 data), and a mean pay gap of 18.9% for non-academic staff (including researchers). At present, sector wide BAME pay gap benchmarks are not available for comparison.</p> <p>The full text of the 2019 Report on Gender Pay Gap and Black, Asian and Minority Ethnic (BAME) Pay Gap is available online at: <a href="http://hr.qmul.ac.uk/equality/gender-and-ethnicity-pay-gap-report/">http://hr.qmul.ac.uk/equality/gender-and-ethnicity-pay-gap-report/</a>.</p>		
<p><b>Aim 7 – Increase engagement with CROS &amp; PIRLS</b></p> <p>Success Measure:</p> <ul style="list-style-type: none"> <li>• Double Response rates (approx. 150 for CROS and 200 for PIRLS)</li> </ul>	<p>7.1 – Implementation of the Concordat with a commitment to reviewing progress</p> <p>7.2b – to participate in benchmarked studies (e.g. CROS and PIRLS)</p>	<p>The University has run the Careers in Research Online Survey (CROS) nine times (from 2003 – 2019; odd years) and the Principal Investigators Research Leaders Survey (PIRLS) five times (from 2011 – 2019). Information from these surveys informs both strategic thinking and the provision of researcher development activities.</p> <p><b>In 2019 we met and exceeded our engagement targets set out in AP2018</b></p> <ul style="list-style-type: none"> <li>• <b>CROS 2019 gathered the response of 192 researchers (2.6-fold response from 2017).</b></li> <li>• <b>PIRLS 2017 gathered the response of 206 Academic staff who lead on research (2.2-fold response from 2017)</b></li> </ul> <p>CROS and PIRLS are being reviewed and re-written as a single instrument called the Researcher Experience Survey (RES; working title) and will likely be piloted in 2020, mapped to the updated Concordat (2019).</p>	<p>Moving forward, RD will use the processes put into place to increase the engagement with the 2019 surveys as standard practice.</p> <p>Success Measure: maintain this level of engagement (approximately 30% average) with research staff surveys</p>	

## APPENDIX D – Examples of Researcher Development courses that were added/changed since AP2018

2018/19 enrolment numbers (E), and RDF subdomains are included indicated in parentheses

- **Researcher Mentoring Scheme:** has run for 3 years and is engaged with by approximately 30 researchers annually, pairing them with academic staff or external mentors. To try to increase engagement and in response to CROS2019, where approximately 40% of researchers expressed an interest in wanting to mentor or support other researchers, we have added the capacity for postdoctoral researchers to mentor PhD students.
- **Networking and Promoting Yourself:** how to grow your research network and profile – a collaborative effort that we lead on with other London HE institutions including Kings College London, Brunel University, The Institute for Cancer Research, and the University of East London (E=48 from various institutions; RDF B3);
- **Introduction to Statistics and R:** 5 hands-on sessions developed and taught by postdocs that covering statistics fundamentals and using the statistical analysis tool R (E=40; RDF A1, A2);

- **How to use NVivo to organise your literature review**: a hands-on session developed and taught by a postdoc that covers the qualitative research tool NVivo (E=26; RDF A1, A2);
- **Finding your Voice as an Academic Writer**: a session delivered by a Royal Literary Fund Fellow to help researchers identify and find an effective writing style to get their research noticed. (E=26; RDF D2);
- **Introduction to meta-analysis**: This course aims to introduce attendees to the basics of meta-analysis, give them hands on experience of data analysis using Review Manager and their interpretation. (E=30; RDF A1, A2);
- **Introduction to a concept of systematic reviewing and critical appraisal**: a general background to systematic reviews for quantitative studies. (E=27; RDF A1, A2);
- **Feelings about feedback - how to manage emotions and use feedback to improve your writing**: managing the emotions of feedback so they don't become obstacles to improving the quality of our writing (E=24; RDF B1, D2);
- **Becoming Writers: the art, craft and practice of effective academic writing**: covers some of the skills for researchers to become effective writers (E=51; RDF B1, D2);
- **Why Do I Feel like a Fraud? Tackling Impostor Phenomenon**: explores "Impostor Syndrome" and cover strategies to help researchers deal with it (E=25; RDF B1/B2);
- **Strategic job hunting (UK and abroad)**: covers industry/country specific jargon, searching resources, tips on how to liaise with recruiters in the UK and abroad (E=29; B3);
- **Researchers! How to start your own business** : identifies entrepreneurial skills developed as researchers and the milestones in starting a business/freelancing in the UK (E=38; RDF D3);
- **Networking for Introverts**: this workshop explores another way to look at networking, highlighting the reciprocal nature of exchanging knowledge and opportunities. (E=37; RDF B3).