

# Annual Report for the Concordat to Support the Career Development of Researchers

Universities and Research Institutes

Name of Institution	University of Greenwich
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Date statement sent to Researcher Development Concordat secretariat (refer to <a href="#">Researcher Development Concordat Reporting Guidance</a> )	19 December 2025

**Statement on how the organisation creates, maintains and embeds a research culture that upholds a positive and inclusive environment for researchers at all stages of their careers (*max 500 words*)**

The University of Greenwich is committed to supporting the professional and career development for researchers from PGR to professor. Greenwich became a signatory to the revised Concordat to Support the Career Development of Researchers in November 2019 and published its action plan in August 2020.

It has held the HR Excellence in Research Award (HREiR) since 2016, and last renewed in 2022, committing to supporting an enabling and inclusive research culture and a thriving environment for researchers. The next renewal is due in May 2026.

**Governance:**

The Research & Knowledge Exchange (RKE) Board governs the RKE Sub-Strategy within the overall University Strategy 2030. Postgraduate Researchers and Early Career Academics representatives attend the ECR/PGR Forum which reports to the RKE Board. Faculty-based research institutes and centres report via Faculty RKE committees. A central professional service directorate, Greenwich Research & Innovation (GRI) underpins the university's RKE ambition and is accountable to the Deputy Vice Chancellor for RKE and the RKE Board.

**Environment:**

The University of Greenwich has created and embedded Research Institutes and Centres giving researchers at all career stages the opportunity to be a part of an inclusive community. Research institute / centre leads work to support and improve the research environment of which they are a part, and the research lifecycle is supported by research enablers in GRI.

A new Research Culture Steering group has been recently formed to provide strategic direction, coordination and oversight of the University's research culture agenda. The work of this group forms part of the concluding Concordat objectives.

Each faculty has an Early Career Academic Network, organising events and activities locally. During late 2023, Greenwich was selected as a delivery partner for the London cluster of the British Academy Early Career Researcher Network (BA ECRN). This sparked collaboration across the four faculty networks, and they now work together to plan and host key events for researchers in the BA London Consortium. This collaborative effort in turn sparked the creation of a cross-university Early Career Academic network. Each network pools expertise and

shares events enabling connections to be made across disciplines. Development sessions are co-created for all ECA staff on a research pathway across the entire network.

**Training & Development:**

Research and Enterprise Training Institute (RETI) delivers core training for PGRs and essential training for staff on a research pathway (supervision, ethics, examiner / chair, international compliance). RETI also delivers a substantial set of training options and career-stage development opportunities for PGRs and post-doctoral researchers. A two-day ECA Compass programme was delivered in summer 2025 focusing on career development mapping. A new mid-career programme has been piloted in one faculty with cross-institution rollout planned.

The People Directorate (PD) and Greenwich Business School (GBS) have co-developed a research-led leadership framework aligned with the University's values and strategy. The CARE model – Collaborate, Aspire, Realise Results, Empower – has been a core leadership development initiative since 2024. There is a 2025/26 series of four leadership workshops for Research Centre / Institute Leads and GRI and Faculty researcher enablers and leaders.

**Provide a short summary of the institution's strategic objectives and implementation plans for delivering each of the three pillars of the Concordat (environment and culture, employment, and professional development of researchers) for your key stakeholder groups together with your measures for evaluating progress and success (*max 600 words*)**

**Environment and culture**

**RKE Sub-strategy Vision:**

- Achieve significant and measurable societal, social, cultural and economic impact.
- Ensure academic excellence, growing the reputation of the institution.
- Inform our learning and teaching with our research, KE and practice contributing to student success

**Selected Elements:**

- Cross-disciplinary and interdisciplinary communities through institutes and associated centres as a means of developing and delivering challenge-led, high-quality, collaborative and integrated RKE activities.

- Developing the university's research culture to create a dynamic, diverse and inclusive RKE environment, giving everyone the opportunity to participate and benefit.
- Increase the PGR population to 900 by 2030; (currently > 450).
- Increase PGR Student Experience satisfaction to >90%; (72% in 2021).

#### **Implementation:**

- 5 research institutes and 25 associated centres to date support all researchers via challenge-led, high-quality, collaborative and integrated RKE activities.
- Research Culture Steering Group to lead the development, implementation and review of the University's Research Culture Framework.
- Researcher Development Group to ensure transparency in planning, delivery of development activities across institution and compliance with and reporting to the Researcher Development Concordat.
- Continue to work with British Academy and internal networks providing co-created ECR/A events.
- Create Greenwich Doctoral College (GDC). Launch Feb-2026.

#### **Measurement:**

- Research and knowledge exchange revenues to increase £35m by 2030
- Number of staff engaged in 3\*/4\* research doubles by REF2029
- All staff engaged in measurable research or KE or practice
- 25% of staff engaged in Pedagogic research
- PGR population and PRES.
- Over 70% overall positive to relevant CEDARS "Environment" questions.

### **Employment**

#### **From People sub-strategy (reflected in HREiR Action Plan):**

- Achieve excellence in leadership and management
- Attract, develop and retain high-performing people and teams
- Offer a modern infrastructure that supports people capability
- Be a leader in equality, diversity and inclusion, and employee mental health and wellbeing.

#### **Implementation:**

- An inclusive employer that is a leader in delivering inclusive, equitable and diverse education, research and professional services

- A leader in promoting the mental health and wellbeing of all our staff, helping them thrive and succeed in the roles and teams of which they are a part

#### **Measurement:**

- Internal staff survey: measuring gender and other pay gaps
- Establishing our leadership for inclusivity, mental health and wellbeing by achieving the race action plan and high accreditation standards for Athena Swan, Disability Confidence, Race Equality, and Stonewall.
- Retain the Technicians Commitment
- CEDARS: 70% overall positive responses to questions on recognition, feeling valued, clarity of promotion pathways and opportunities for career advancement.

### **Professional Development of Researchers**

#### **From RKE Sub-strategy**

- Reviewing training and support offered to supervisors to enhance student experience.
- Support pledge to early career researchers (ECRs)
- Support the development of mid-career academics to progress to research leaders.
- Optimising the role of RETI to support research excellence and impact

#### **Implementation**

- 2025/26: Rollout new supervisor training. Replace old process-focused sessions and refreshers with targeted induction focusing on what it means to be a supervisor (at Greenwich and generally), alongside development opportunities for more experienced supervisors via a Supervisors' Network – for supervisors by supervisors with focus on peer-to-peer discussion.
- Expand new library of online resources.
- Continue to support ECA development via the ECA Compass programme.
- Rollout new mid-career academic development programme across the institution (piloted in one faculty).
- Strengthening university-wide induction bringing PGRs together for welcome and training activities, cross-faculty networking, information sharing and cohort building.
- Establish thriving PGR community via system of cohorts which will be embedded via admissions to specified entry dates.

#### **Measurement:**

<ul style="list-style-type: none"> <li>• Feedback 90% excellent or good for trainer and training.</li> <li>• Obtain and track number of trained supervisors.</li> <li>• PRES responses for PGR satisfaction</li> <li>• CEDARS 70% researchers agree university supports them to develop their career identity and have a career development plan.</li> </ul>	
<p><b>Summary of actions taken, and evaluation of progress made, in the current reporting period to implement your plan to support the three pillars in respect of each of your key stakeholder groups [Institution; Academic Managers of Researchers (Deans, Heads of Schools/Departments/PIs); Researchers]</b></p>	
<p><b>Environment and Culture (<i>max 600 words</i>)</b></p>	<p><b>Institution</b></p> <p>Since our last report, the university invited staff to support the design / re-design of new and existing policies through facilitated engagement sessions which included EDI staff and other network groups, with the intention of making policies more supportive and embedding design for equity where possible, thereby supporting current membership or accreditation with external bodies, e.g. Stonewall, Advanced HE, Student Minds, Carers UK, Athena Swan, Researcher Development Concordat.</p> <p>Recognised trade unions continue their roles for policy approval through consultation and negotiation.</p> <p>Mental Health is supported via working principles and guidelines enabling flexible and hybrid working as standard.</p> <p>The university updated its Bullying and Harassment Policy in 2024 to reflect the employment rights bill of 2023. Training has been provided to staff and line managers on how to better address bullying and harassment.</p> <p>The University launched its Report and Support Platform in 2023. This enables anonymous reporting, on behalf of others or directly around bullying, harassment, sexual misconduct, victimisation or hate.</p> <p><b>Academic Managers of Researchers</b></p>

	<p>A university governance review took place in AY 2021-22. The Research and Enterprise Committee was replaced by the Research &amp; Knowledge Exchange (RKE) Board. Faculty Directors of Research &amp; Enterprise were replaced by Faculty Associate Deans of RKE. These roles report directly to the Deputy Vice Chancellor for RKE and hold responsibility for an area of strategy and RKE activity.</p> <p>This team have oversight of and support the work of their faculty (centre / institute leads), individual schools, committees supporting RKE (e.g. Faculty Research Degrees Committees) and Associate Heads of School for RKE.</p> <p>Supervisors are part of communities on a school level and are supported by School Associate Heads of RKE. On a faculty level they report to the Faculty Research Degrees Committees (FRDCs) via FRDC representatives. They belong to Research Centres, and they obtain compliance and training support via RETI.</p> <p><b>Researchers</b></p> <p>The university now has 5 research institutes and 25 associated centres. Each have developed Theories of Change linked to the Sustainable Development Goals (SDGs) and provide a supportive environment and opportunities to collaborate for PGRs, ECRs and more established researchers. They leverage pockets of excellence aligned with the university strategies' cross-cutting themes (e.g. sustainability, EDI) and support best practice. They also crucially provide opportunities to develop our RKE leaders.</p> <p>Greenwich Research and Enterprise (GRE) was restructured to create a new directorate, Greenwich Research and Innovation (GRI), with responsibility for enabling implementation of the RKE strategy. GRI has an enhanced team of research enablers, supporting funding bids, impact and knowledge exchange, CPD, IP and Scholarly Communications, and is currently undertaking a digital</p>
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	<p>transformation, replacing existing disparate systems with one system streamlining research management.</p> <p>The RKE sub-strategy in 2021 promised the creation of faculty ECR/A networks. These are now embedded, and all four networks now coordinate activities aimed at that career stage grouping. They also work to deliver the BA ECRN series “Navigating the Funding Landscape”.</p> <p>RETI runs a university-wide PGR induction each term, where previously inductions were delivered by the faculties. This event encourages the formation of cross-faculty PGR communities, building cohorts and peer-to-peer support.</p> <p>RETI provides options for PGRs and staff researchers on mental health and wellbeing, Research Integrity (mandatory for PGRs), and Research Ethics (mandatory for staff and PGRs undertaking research that requires ethical approval).</p>
<b>Employment (<i>max 600 words</i>)</b>	<p><b>Institution</b></p> <p>Athena Swan Bronze was attained in March 2024. Data confirmed there are persistent gender equality considerations which form the priority measure as part of the 6-point action plan: namely enhancing and embedding of inclusive recruitment and selection processes for academics.</p> <p>The University Strategy sub KPIs for holding recognised Professional Body Accreditations include:</p> <ul style="list-style-type: none"> <li>• Athena Swan</li> <li>• Race Equality</li> <li>• Student Minds Mental Charters</li> <li>• Disability Confident</li> <li>• Stonewall Top 100</li> <li>• Technicians Commitment</li> </ul> <p>This has ensured development of a highly rigorous recruitment and selection process. The process has been redesigned, and the policy rewritten to support the progressive provisions of the Equality Act so managers can</p>



	<p>consider positive action steps where required. Recruitment selection panels must be representative of university diversity in terms of gender and wider protected characteristics.</p> <p>Recruitment training is mandatory for panel participants and there is strong emphasis on recruiting for potential whilst demonstrating the individual has met essential criteria. Analysis of the data shows pay gaps have been closing in part due to equity focused recruitment.</p> <p>The Recruitment &amp; Selection for the recruitment of PGRs follows admissions processes and procedures and aligns with the overall recruitment policy panel guidelines as detailed above.</p> <p><b>Academic Managers of Researchers</b></p> <p>The People Leaders Induction was redesigned in 2023 to become a more comprehensive line managers induction. It has maintained the key requirements for covering employment legislation including health and safety, policies, and has expanded support for managers to support staff with neurodiversity needs.</p> <p>Development for line managers which support implementation of key policies was introduced in 2023. Training in coaching skills has been provided on an institutional level, as a key tool for supporting professional communication.</p> <p>PGR supervisors are supported by training for the role, comprising a two-part training programme, covering both compliance and monitoring, and the enabling and PGR-development elements of the role.</p> <p><b>Researchers</b></p> <p>When staff join the university, they are invited to a structured induction including</p> <ul style="list-style-type: none"> <li>• Welcome from University Leadership</li> </ul>
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	<ul style="list-style-type: none"> <li>• Manager induction (where applicable)</li> <li>• Online resources (e.g. video guides)</li> <li>• Induction checklist.</li> </ul> <p>The induction process includes clear and updated signposting to key staff essentials for researchers new to the university (or new to a research role). Supervisor induction, Research Ethics, International Visa Compliance, Recruitment &amp; Selection and training to be Examiner and/or Chair of a Research Degrees Examination Panel.</p> <p>Staff on a research pathway are supported by the promotion process. They can plan their development and apply for promotion through the annual cycle. Researchers can share personal circumstances as part of the application. The annual appraisal cycle supports this promotion planning process which has 84% engagement from staff on a research pathway (CEDARS 2025).</p> <p>A new career pathway recognising the impact of practice for knowledge exchange/enterprise has been introduced (enhancing representation of researchers in e.g. healthcare).</p>
<b>Professional development (<i>max 600 words</i>)</b>	<p><b>Institution</b></p> <p>An improved tool for allocating workload (Academic Workload Planning) was introduced in summer 2022, designed in part to protect research time and opportunities for professional development.</p> <p>For professional development: the tool allows 100 hours (pro-rata) annually for the first two years in contract for Early Career Development. It allows 25 hours annually for HEA fellowship, 300 hours in year 1 and 150 hours in year 2 for the Level 7 Apprenticeship in HE, 120 hours for undertaking a PG Cert, and 100 hours for staff who are undertaking a PhD. Other development activities can be entered under “Other RKE Activity” where the actual hours can be agreed by the line manager.</p>

	<p>A PGR management system was introduced in late 2021. The RETI team are using the training booking function (launched Sept 2023). Historic records have now been incorporated into this system and accurate reporting is available for all researcher training and development activities (inc. staff) and provided to all stakeholders.</p> <p><b>Academic Managers of Researchers</b></p> <p>The number of sessions for supervisor training was tripled across 2024/25 to accommodate the number of supervisors who needed training.</p> <p>A set of four leadership workshops, following the internally created CARE model (Collaborate, Aspire, Realise Results, Empower) was run for research leaders across the university. 71 centre leads, institute leads, research enablers, faculty RKE leaders, and institutional leaders were invited. Each of the in-person sessions explored different aspects of the challenges of leadership.</p> <p><b>Researchers</b></p> <p><b>PGRs</b></p> <p>In 2024/25 an institution-wide PGR induction was introduced, in addition to faculty-based inductions. This brings together new PGRs from all faculties, fosters a strong sense of belonging from the outset, and encourages cohort-based cross-discipline connections to be formed. The induction is delivered collaboratively and offers a rich introduction to the PGR journey and culture at Greenwich.</p> <p>The core training introduces PGRs to key topics and maps to the Vitae Researcher Development Framework.</p> <ul style="list-style-type: none"> <li>• Working Towards Your Doctorate</li> <li>• Excelling in your Doctorate</li> <li>• Introduction to Teaching Skills</li> <li>• Exam Preparation</li> <li>• Subject specific skills</li> </ul>
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	<ul style="list-style-type: none"><li>• Extramural skills</li></ul> <p>The mandatory programme has not changed significantly over the last three years; it has been adjusted year on year in response to sector changes. Wider reaching changes are planned for 2025/26. These will remap to the new Vitae RDF and create a PGR journey navigation tool.</p> <p><b>Staff</b></p> <p>Training data shows that staff find it difficult to attend ad hoc training options usually due to competing responsibilities. The focus on career-stage programmes encourages engagement, often weaving in similar topics but mapping them around a key theme. The ECA Compass programme was run in summer 2025 and was created from the concept of a career-stage journey mapped to a compass (drawing on Greenwich’s maritime past). The facilitators ran in-person workshops interspersed with online knowledge and insight sessions delivered by Research Enablers in GRI. Participants populated individual Compass plans, setting their own research aspirations, identifying development opportunities and next steps to take.</p> <p>An MCA programme ran in the Faculty of Law, Arts and Social Sciences in 2024/25. This aimed to target people who felt they had been left behind, perhaps due to career breaks or teaching commitments.</p> <p>The 14-strong cohort attended regular and diarised monthly sessions from September to September, including action learning sets, shut up and work sessions, work on bid development, and a residential writing retreat. Participants also had the opportunity to have a mentor assigned and access to £1,000 to support activities.</p> <p>Greenwich is a signatory for the Technicians commitment and is working through the Technical Services career framework and development pathways.</p>
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Comment on any lessons learned from the activities undertaken over this period and any modifications you propose to make to your action plan and measures of success as a result. (*max 500 words*)

**Snapshot of CEDARS 2025 figures:**

- 68% feel included in immediate research group.
- 84% feel they have opportunities to collaborate
- Over 77% of research staff have engaged in essential supervisor and EDI training.
- 76% of researchers are encouraged to engage in development activities

The RKE sub-strategy focus on societal, social, cultural and economic impact has driven a period of impactful change in the environment and culture, employment, and professional development of researchers over the past three years.

Institutes and centres have successfully established supportive and thriving research communities enabling cross-disciplinary collaborations and integrated RKE activities, while the reorganisation of the GRI directorate has provided those institutes and centres with the requisite support from research enablers. The rollout of the digital transformation of research lifecycle support systems will include meaningful success measures.

Faculty ECA networks have created a busy cross-institution community of network leads co-creating for the London cluster of the BA ECRN and internally via the Greenwich ECA network. Success measures based on engagement and impact for the Greenwich ECA network activities will be incorporated into the HREiR action plan.

The People Directorate has effectively reduced pay gaps, supported EDI, health and wellbeing initiatives and manages the staff element of the University Student Minds Mental Health Charter. It has brought in effective support for victims of all types of bullying and harassment through the Report and Support system.

The structures to support mental health and wellbeing of researchers exist at Greenwich but data shows that only 37.1% feel that the institution supports this. At the same time over 60% agree that they know where to access health & wellbeing support that meets their needs.

Engagement in an unconnected suite of training options for staff had been poor in the past. Development programmes for PGRs and staff career groups have been improved or introduced, creating a more focused experience with clearer

<p>objectives and outcomes for learners. Training for Research Leaders was welcomed but free text comments indicate a desire for training for research project leaders as opposed to the more line management focused training.</p> <p>The Academic Workload Planner supports engagement in specified programmes but time for other development opportunities is more difficult to categorise and potentially more difficult to claim or protect. CEDARS returned only 21% agree that they took the designated 10 days' professional development.</p> <p><b>Integration of Concordat into Strategy</b></p> <p>Delayed action on the commitment to have a Researcher Development Group (RDG) has hindered the feedback and communication mechanisms between researchers and RETI; making it more difficult for the latter to obtain feedback and report on actions or co-design and promote new initiatives to support development. This has also potentially hindered visibility of the Concordat and of HREiR amongst our researcher community and our research leaders.</p> <ul style="list-style-type: none"> <li>• People are not very aware of the Researcher Development Concordat (51% aware) or the HREiR (54% aware) CEDARS 2025</li> <li>• The Researcher Development Concordat does not underpin the RKE and People Directorate sub-strategies as effectively as might otherwise have been possible.</li> </ul>
<p><b>Outline your key objectives in delivering your plan in the coming reporting period</b> <i>(max 500 words)</i></p>
<p><b>Greenwich Doctoral College:</b></p> <p>Launch Greenwich Doctoral College (GDC) providing “a PhD without Boundaries”. The GDC will ensure that PGRs can access academic excellence amidst a cohort-based community. There will be robust, engaging and relevant training and development following the PGR journey from start to completion.</p> <p><b>Research Culture Steering Group</b></p> <p>This steering group will</p> <ul style="list-style-type: none"> <li>• Provide strategic leadership of the development of the University's Research Culture</li> <li>• Define and uphold shared values for Research Culture</li> <li>• Coordinate co-created research culture projects</li> <li>• Oversee Researcher Development Group</li> </ul>

- Use data and evaluation to monitor progress and impact
- Act as a forum for dialogue
- Align initiatives with wider priorities
- Identify risks, gaps and opportunities

The steering group will report to the RKE board and work closely with key internal stakeholders.

### **Embed Researcher Development Group**

The RDG will have oversight of and input into researcher development for all career stages, appraising needs and growing a forward-thinking Researcher Development culture that values and promotes RKE.

- Grow institutional understanding of how the Researcher Development Concordat integrates with the overall RKE and People Directorate strategies
- Regularly assess the HREiR action plan, deliver the annual Researcher Development Concordat report and manage the process of HREiR renewal.
- Provide a means for delivering consistent professional support and mentoring opportunities for researchers.
- Provide feedback on and access to training and development opportunities available centrally.

### **Career development programmes**

The restructure of RETI and formation of the GDC will see the creation of a Researcher Development & Training team that will be part of GRI. This team will continue the work of RETI Training to coordinate career-stage specific programmes for researchers, providing tailored support and meaningful, structured development experiences, with clear objectives and outcomes. The Leadership development will accommodate the need for centre leads to benefit from PI training while other research leaders benefit from training that focuses on management and institutional leadership.

### **From obligation to opportunity**

- Move from a focus on process-driven obligation to development-led opportunities.
- Drive forward a culture of CPD for all researchers from PGR to professor.

### **Improve quality of supervision institutionally via improved training**

Focus supervisor training on those new to role or new to Greenwich and replace the mandatory refresher with optional peer-to-peer learning.

- Induction event with all required training in one session, covering administrative tools, the regulatory environment, Greenwich processes, plus discussion on the practice of being a supervisor.
- Engaging, themed Supervisor Network events by supervisors for supervisors on key issues for peer-to-peer discussion. Respond to current debates around best practice while meeting the QAA requirement to ensure supervisors are given opportunities to undertake relevant training and professional development

#### **Communication and engagement**

- Strengthen institutional awareness of the Researcher Development Concordat by using the three pillars as a focal point for institutional communication about Researcher Development activity.
- Researcher Development Web improvements for more effective external visibility of Greenwich provision.
- Develop two new VLE sites (PGR and staff) providing effective, targeted online resources linked to schedules.

#### **Mental Health and Wellbeing**

Ensure adequate representation on Health & Wellbeing (H&W) Committee to ensure PGR/ECA requirements are included.

**Please provide a brief statement describing your institution's approval process of this report prior to sign off by the governing body (*max 200 words*)**

This report was prepared with input from Greenwich Research and Innovation, the People Directorate, and the Associate Deans for Research & Knowledge Exchange.

The report was then presented to and approved by Research & Knowledge Exchange Board, chaired by Professor Andrew Westby, Deputy Vice Chancellor (RKE).

10 December 2025.

Signature on behalf of governing body:





Contact for queries: Professor Andrew Westby, Deputy Vice Chancellor, Research & Knowledge Exchange. ([A.Westby@greenwich.ac.uk](mailto:A.Westby@greenwich.ac.uk))

This annual report will be analysed by the secretariat for the Concordat to Support the Career Development of Researchers, to identify good practices, themes for development and information to improve national research culture policy and practice.

If you have any questions, or suggestions on how the reporting process could be improved, please contact the secretariat via the email address listed on the RDC website: [www.researcherdevelopmentconcordat.ac.uk](http://www.researcherdevelopmentconcordat.ac.uk).