

HREIR Action plan template		Must read prior to completing action plan					
Action plan timeline:	2026-2029	Following an update to the HREIR Award action plan in 2026 you are now required to map actions in your plan to a minimum of 6 obligations and at least one from each pillar (Environment and Culture, Employment and Professional and Career Development). In your summary report you will have confirmed what those obligations will be by assessing what change you want to see in the next 3 years and from this analysis you will pick what obligations align with those desired changes. In the action plan below please add your chosen obligations from the 'Obligations tab' and complete the action plan.					
Institution name:	London School of Economics and Political Science						
Cohort number:	N/A						
Date of submission:	18/08/2026.						
Pillars and Obligations	Obligation	Action to be taken during three year cycle to support obligation	Carried over from previous action plan?	What will success look like?	Expected impact of this Action for your plans audience (please include Research only staff (Concordat priority audience))	Deadline	Responsibility
	include the overall obligation and sub obligations	the number of actions you choose to include per Obligation is at your institutions discretion		progress and impact will be measured through SMART objectives, supported by clear KPIs, metrics, and feedback mechanisms			
Environment and Culture							
Wellbeing and mental health							
2A	Promote good mental health and wellbeing through the effective management of workloads and people.	Partner with internal and external training providers to deliver training and coaching to staff and their managers on time management and productivity, neurodiversity, emotional intelligence, project management, and other skills that promote work-life balance.	Yes	1) Strong uptake on online and in person courses linked to personal development and wellbeing. 2) At least 50% the relevant survey (LSE wide Staff survey or Researchers' TNA) respondents respond positively to question or questions on whether self-management of wellbeing is promoted by their line managers as part of their job descriptions.	Improved mental health and wellbeing as a result realistic, transparent, and manageable workloads, and well-informed people management practices.	Oct-27	HR
2B	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health and promote a healthy working environment that supports researchers' wellbeing and mental health.	1) Pilot one "Wellbeing for Research and Policy Staff" session through the RiSe Programme, in partnership with Staff Wellbeing. If useful, incorporate it into existing RiSe/Staff Wellbeing provision. Signpost existing wellbeing and manager-support resources through existing communications to research centre directors, managers and research/policy staff. 2) Invite Research Centre and Institute Directors to the LSE Leaders Programme, which is also provided to incoming Heads of Department. The LSE Leaders Programme covers key leadership practices that are essential to lead and deliver the School's strategy.	No	1) Wellbeing for Research and Policy Staff session piloted during 2026-27; standard participant feedback collected; RPSC considers whether it should continue as part of existing provision. 2) Participant feedback collected for the Programme to inform future provision of the Programme.	Research and policy staff and their managers have clearer access to existing wellbeing support, without creating additional reporting or programme burdens.	Jul-26	HR and R&I, with RPSC oversight
Equality, diversity and inclusion							
4A	Ensure managers and researchers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	1) Strongly encourage research and policy staff and their managers to enrol in and complete existing EDI learning through targeted communications via established HRE/EDI channels. 2) Encourage managers of researchers to complete the mandatory 'LSE Addressing Sexual Harassment and Sexual Misconduct Affecting Students in Higher Education' online training module. 3) Deliver the EDI Coaching Programme dedicated to supporting female early career faculty and researchers returning from maternity leave.	Yes	1) A greater share of research and policy staff (and their line managers) completing EDI learning pathway on MyStaffDevelopment (currently 30% of existing researcher staff and 48% of existing policy staff are signed up to the EDI pathway on MyStaffDevelopment) 2) Increased complete rates for staff in Research Centres and Institutes to 90% by 31 July 2027 where rates are currently lower. 3) Positive feedback from participants on the coaching programme and the impact on their careers. Support for up to 10 early career female faculty or researchers per annum.	1) As a result of engaging with the EDI Learning pathway, managers become more aware of the LSE's Ethics code that's at the core of it in the EDI e-learning, and lead researchers while upholding the Ethics code and our EDI guidance. 2) Researchers and managers of researchers understand how to report cases of discrimination, bullying and harassment through proper channels, and we are able to build an overall culture of support and inclusivity across the School. 3) Greater support and confidence for female researchers in their transition back to work, juggling work-life balance, and their career development.	Jul-27	HR OLE/EDI
Research Integrity							
5A	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct. And that all members of staff use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.	1) Revise the Code of Research Conduct to reflect the 2025 Concordat to Support Research Integrity, and roll out UKRIO online research integrity training. In addition, promote awareness and understanding of research security and Trusted Research, and signpost to LSE's Principles of Authorship. 2) Provide guidance and training on effective and ethical usage of Generative AI, ensuring researchers know how to use generative AI responsibly, including human and/or statistical verification of any AI-generated analyses/interpretations, and practice transparency regarding the use of generative AI via disclosure to research participants, editors, reviewers and readers.	No	1) Revised Code published; UKRIO and trusted research / research security training made available; uptake and feedback monitored through existing R&I/Eden Centre mechanisms. 2) Positive feedback from researchers attending the training available to staff on LSE supported Gen AI tools. Increased awareness of, and usage of resources and guidance curated in the AI Research Guidance webpage (captured by relevant questions in the Researcher's Training Needs Analysis Survey)	We expect the impact to be increased confidence amongst staff that they are able to raise concerns regarding research integrity, and continued compliance of research integrity practice at the School based on best practice in the sector. Annual transparency through the Statement of Research Integrity supports accountability and continuous improvement, reinforcing research integrity as a shared institutional responsibility.	7/26/2026	R&I, Eden Centre
Employment							
Recognition, reward and promotion							
8A	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances.	1) Continue the Promotions Roadshow for Research and Policy Staff (this roadshow was piloted February 2026) where there is demand, and progress already-agreed work to clarify Research and Policy Staff promotion routes through existing School committees. 2) Reform the process for promotion on the early steps of the Research career (to Research Officer and Research Fellow) and the Full Policy Fellow career track, to ensure (a) increased consistency across cases by considering all cases that come in a term together rather than considering cases one by one, (b) improved assurance regarding the impartiality of referees, (c) adding the review of outputs (e.g., publications, policy reports, accounts of projects with impact) for cases on the Policy Fellow track, (d) switch from review by only the Vice President for Faculty Development and/or the Vice Chair of Appointments Committee to review by a full expert panel, and (e) the proper consideration of Individual Circumstances	No	Roadshow delivered and evaluated where run; updated promotion guidance or process changes implemented once approved by the relevant committees. (e.g., Research and Policy Staff Committee, Appointments Committee)	By sustaining the reach and engagement with this activity, we expect research and policy staff at LSE to report an increased transparency of, and confidence in, the promotions process (captured from relevant staff survey feedback questions).	Jul-27	Vice President and Pro-Vice Chancellor (Faculty Development), HR, RPSC and Appointments Committee.
People management							
10A	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.	1) Signpost managers to existing HR/OL&O leadership and management development provision such as the LSE Manager, Leadership Essentials for Aspiring Leaders Programme (LEAP), and Embed: Leadership in Practice at LSE Programme alongside coaching support available and relevant RiSe sessions. HR has rolled out the LSE Leadership Framework, which sets out a shared understanding of what good leadership looks like at LSE. It is designed to be practical, inclusive, and developmental, rather than a competency checklist. The LSE Leadership Framework will define the culture of leadership needed to deliver LSE's strategy, and will be embedded into training programmes for heads of departments, research leads and services leads across the School. 2) Signpost managers to support on line management, CDRs, regular 1:1s and development conversations.	Yes	Existing provision promoted annually; uptake and feedback monitored through existing programme evaluation; CDR engagement reviewed where data are already available. Using internal surveys and through focus groups, OL to measure how OL's offer is impacting leadership behaviours in managers of research staff, and the effect its having on their team members, using tools like 360 feedback.	Managers of researchers have clearer access to existing support and guidance, improving consistency of line management without creating additional bureaucracy.	Ongoing	HR, RPSC oversight
10B	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	1) Promote internal coaching schemes delivered by OL (open to research, policy and professional services staff) more vigorously to line managers of researchers and research staff. 2) Adjust guidelines for promotion to Professor (on research track and standard academic track) to make clear that mentoring and supporting junior colleagues is a valued and necessary form of citizenship.	No	75% of feedback survey respondents report positive feedback on their coaching experience.	Improved quality and consistency of line management and mentoring by senior staff.	Ongoing	OL&O, RPSC oversight
10C	Managers actively engage in regular constructive performance management with their researchers.	Encourage more managers of research staff to have Career Development reviews (CDR) and regular 1:1s as part of the CDR process with their team members, as a way of targeting professional development. Managers are also to embed the LSE Leadership Framework in their ways of working, line management responsibilities and in the support they provide to their teams.	No	CDR completion rates in research centres to be 70% or above.	Increased confidence in research staff as a result of being positively engaged in their career development (with support from their managers), leading them to contribute to a more supportive and inclusive research environment aligned with the Concordat.	Aug-28	HR/OL
Job security							
11A	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress.	1) Review existing redeployment and bridging support for research and policy staff, including eligibility, clarity of guidance and communications. Any options involving pooled funding, contract changes, greater use of open-ended contracts or expanded access to bridging support will be considered through existing HR/R&I/Finance and union consultation routes and subject to affordability. 2) Review the Bridging Fund with the aim of expanding access to it with revised criteria and disseminate to the Research and Policy staff community at the School, aligning with sector best practice.	Yes	1) Review completed and recommendations considered through existing governance; revised guidance published if approved; staff informed through existing communications channels. 2) Success will be the adoption of a revised, expanded Bridging Fund, which provides increased security for research and policy staff.	Research and policy staff facing funding gaps or redeployment have clearer information about available support.	Ongoing	HR/R&I, Finance division and Union consultation as and when required
Professional and Career Development							
Championing professional development							

12A	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.	1) Signpost research and policy staff to existing professional and career development opportunities, including the RISE Programme, relevant coaching programmes, and LSE Careers support for fixed-term research staff. Use existing communications to remind staff and managers of the Concordat expectation of 10 days' professional development pro rata per year. 2) Signpost research and policy staff who teach or who intend for teaching to form part of a future academic career trajectory, to Eden Centre for Education Enhancement's activities (as appropriate), including Eden Centre workshops on doctoral supervision, academic mentoring and generative AI, the annual Education Symposium, LSE Fringe, and the Postgraduate Certificate in Higher Education and the Eden AdvanceHE Fellows Scheme Fellowship under the Eden Fellows Scheme.		Uptake and feedback monitored through existing programme data, including RISE, coaching, Eden Centre and LSE Careers provision. Good attendance at the varied set of workshops the Eden Centre offer on an annual basis such as on doctoral supervision, academic mentoring and generative AI in education, as well as the annual Education Symposium and LSE Fringe. (For those who wish to develop their teaching skills and qualifications next to their work as a researcher) Studying for the Postgraduate Certificate in Higher Education or working towards and Eden AdvanceHE Fellowship under the Eden Fellows Scheme.	1) Providing researchers with access to RISE training will help them meet the expectation of spending at least 10 days a year on professional development. The RISE Programme Feedback Form evaluates to what extent sessions have supported research and policy staffs' knowledge and skills in the subject matter. RISE sessions are on research and impact funding, grant management, research leadership, knowledge exchange and engagement, research communications, the REF etc. As such, we expect skills strengthened in these subject areas leading to greater confidence and support towards clearer progression pathways. 2) The number of applications received and places awarded will enable us to monitor whether coaching continues to be an intervention that the research community at LSE want to engage with - this allows us to be responsive to the needs of our community in best supporting their career development. The EDI data we gather on the diversity of the cohorts will enable us to monitor how inclusive our coaching streams - this allows us to measure and ensure equitable access to our programmes. Finally, the evaluation of our programmes and testimonials will gauge what has changed for the cohort with respect to work-life balance, productivity and performance, research outputs, confidence, career progression etc. We have seen increases in all these areas based on our pilot programme so we expect similar impacts for the three coaching streams.	Ongoing	RAI, Eden Centre, HR/OLAD as relevant
Career development support and planning					10Providing research and policy staff who aspire to incorporate		
14A	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	1) Invite all Research Staff on fixed term contracts to access the professional career coaching services of LSE Careers, recognising that moving between and working across diverse employment sectors can bring benefits to research and researchers. This is delivered by the professional Careers Consultants on a permanent basis, and enables researchers to attend and learn from the wide range of LSE Careers provision, including jobs fairs, employer and alumni events. This programme runs annually throughout the year. 2) Promote LSE Careers support via regular newsletters and webpages, and through the Careers Consultant's involvement with Committees and other School-level activity.	No	An increase in the number of attendees at LSE careers events alongside positive feedback, with a range of employers and alumni contributing to the careers provision	Research staff will have an increased understanding of a wide range of career opportunities available to them, which will be evident from the increase in the number of sign ups for careers events and 1:1 sessions.	Ongoing	LSE Careers