



HR EXCELLENCE IN RESEARCH



HREiR Action plan template for institutions 2022-2025

Details

Institution name:	King's College London
Cohort number:	5
Date of submission:	29 th July 2022
Institutional context:	<p>King's has conducted an in-depth review of progress to date, through:</p> <ul style="list-style-type: none"> • Analysis of the results of the 2021 King's Research Staff Survey (KReSS) and comparison with longitudinal data from the Careers in Research Online Survey (CROS), forerunner of the KReSS • Ongoing engagement and discussion with the RSRC regarding issues of particular concern • Faculty updates on progress and individual action plans via the CRSD OG • Updates from relevant Professional Services departments and other interested parties <p>Analysis of progress on Athena SWAN and Race Equality Charter initiatives</p>

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

Audience (direct beneficiaries of the action plan)	Number of	Comments
Research staff	1,800	Of whom all are included in the Concordat at King's
Postgraduate researchers	0	
Research and teaching staff	1,800	Of whom a portion are included in the Concordat at King's
Teaching-only staff	600	Of whom a portion are included in the Concordat at King's
Technicians	400	Of whom all are included in the Concordat at King's
Clinicians		
Professional support staff		
Other (provide numbers and details):		

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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.										
EC11	Ensure all relevant staff are aware of the Concordat.	Events to showcase what is being delivered against the Concordat. Decision made annually about what events to hold. Minimum number of events 1 per year	Yes, EC11.3	Decision made annually in September Event to be held during the subsequent academic year	Decision making CRSD, Event contributions from Faculties HR Research Management & Innovation Directorate Senior management	Research staff more aware of the support they receive from King's (relevant questions in King's Research Staff Survey (KReSS)). Those planning initiatives have greater opportunities for collaboration, sharing of best practice and innovation (faculties addressing Concordat Principles in their individual action plans)				
EC12	Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.	1. Code of conduct to ensure behaviour is appropriate at events and courses to be used at all events by CRSD. Similar codes to be rolled out across the university, to be piloted in faculties by Natural, Mathematical & Engineering Sciences (NMES) and in role groups by the Technical Network. Depending on success of the two pilots, to then be rolled out to other faculties and departments	1. Yes, EC2.3	1. Inclusion by NMES and Technical Network from Jan 2023 Review Jan 2024 Offered across university from February 2024	1. CRSD	1. Inclusion of the code in event literature Adherence to the code Pilot complete				

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		<p>2. Flexible Working Group (FWG) to continue to provide input into university-wide discussions relating to flexible working, as they link to the Athena Swan Action Plan.</p> <p>FWG is planning to work with HR to provide Bite Size training sessions for people managers on flexible working.</p> <p>The incorporation of more positive case studies highlighting diverse practices on the SharePoint site</p>	<p>2.1 Yes, ECI2.4</p> <p>2.2 No</p>	<p>2. First part is ongoing consultation; deadline for training sessions January 2023 for the first to be delivered</p>	<p>2. FWG, Natasha Awais-Dean for general progression of discussions and Jessie Hardcastle re. training liaising with HR Gifty De Souza.</p>	<p>2. improved experience for all staff and support for managers to enable flexible working practices.</p>				
		<p>3. NMES: We will be creating a dedicated SharePoint hub for research staff in our faculty. This will pull together all the information research staff will need during their time with us, including information about local support, PDRs, training and development opportunities and links to College wide information, guidance docs and policies.</p>	<p>3. No</p>	<p>3. July 2023</p>	<p>3. NMES</p>	<p>3. Improved experience for research staff, greater awareness of the guidance and support available to them across the College and Faculty</p>				
		<p>4. A&H: Also creating a dedicated SharePoint hub (see above) A&H: Developing bespoke training for Early Career Researcher (ECR) and Postgraduate Research (PGR) communities on Research Ethics requirements</p>	<p>4. No</p>	<p>4. July 2023</p>	<p>4. A&H</p>	<p>4. Improved experience for research staff, greater awareness of the guidance and support available to them across the College and Faculty</p>				
ECI6	<p>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.</p>	<p>1. Faculty of Dental, Oral & Craniofacial Sciences (FoDOCS) aims to regularly hold Research Staff events which inform staff about measures available to support them, institutional and external opportunities and training that can benefit them in their career progression. Reference to Equality, Diversity & Inclusion (EDI), Research</p>	<p>1. No</p>	<p>1. Annually (in June)</p>	<p>1. Dean of Research Chair of Research Staff committee</p>	<p>1. Positive feedback from attendees in 3 specific areas: i. useful and informative to participants ii. networking iii. discussion of key topics related to career</p>	<p>1. A pilot away day was organised for 2022 – outcomes and feedback from this have formed the basis for the</p>			

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		<p>Culture, public engagement and diversification of skill sets will be emphasised.</p> <p>2. Monitor key aspects of positive research culture in FoDOCS through bi-annual surveys</p> <p>Key elements to be monitored are:</p> <ul style="list-style-type: none"> i. opportunity to undertake necessary training for career development possible ii. able to work flexibly within context of project iii. clear project and training objectives agreed through completion of the induction document and signed researcher – supervisor agreement iv. uptake of PDR <p>3. Run the King's Research Staff Survey (KReSS) on alternate years, 2023, 2025 etc.</p>	<p>2. No</p> <p>3. Yes ECI6.1</p>	<p>2. July 2023</p> <p>3. Alternate years in May</p>	<p>2. Dean of Research Chair Research Staff Committee</p> <p>3. CRSD</p>	<p>progression and training</p> <p>This will be obtained by surveys following the event</p> <p>2. Obtain responses from >40% research staff and score against criteria for key elements of research culture</p> <p>3. Obtain responses from >20% of research staff. Report available within 3 months</p>	<p>proposed action</p>			
ECR1	<p>Encourage researchers to actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students.</p>	<p>1. IoPPN School of Neuroscience Catalyst Project that includes various workstreams that support everyone's involvement in the delivering of activities and initiatives such as introduction of mentoring information session encouraging all staff and students to see a mentor officially and informally embedded within induction.</p> <p>2. A&H- Developing and</p>	<p>1. No</p> <p>2. No</p>	<p>1. Ongoing Mentoring workstream project by Dec '22</p> <p>2. July</p>	<p>1. IoPPN School of Neuroscience</p> <p>2. A&H</p>	<p>1. Improvement engagement in activities that support inclusive research environments Provide opportunities to develop leadership skills</p> <p>2. Researchers to</p>				

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		embedding formal Faculty-wide mentoring scheme for incoming ECRs		2023		be recognised for their contributions to a positive research environment			
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.	Florence Nightingale Faculty of Nursing, Midwifery & Palliative Care (NMPC) through Research Executive to review training and support to managers. Faculty EDI Action Plan specific implementation section on Workload, flexible working and long working hours. Specific Strategic group on Workload and Long Work Hours.	No	Training reviewed by October/November 2022 Implementation thereafter at regular intervals thought the year as appropriate	NMPC Research Executive	Managers support staff to work within workload limits acceptable for wellbeing and mental health, as measured by KReSS			
ECI4	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.	Mental Health First Aid (MHFA) Training provided by several groups across the university according to budget MHFA included in future professional development programmes as a collaboration between the Technical Leads and CRSD NMES: Faculty arranging MHFA training for staff (research staff, managers of research staff and PGRs) FOLSM to work with Organisation Development	Yes, ECM1.2	Annually every September Ongoing June 2023	Technical network leadership CRSD NMES FoLSM/OD	Staff feel better equipped at supporting mental health and wellbeing, ascertained by feedback from training Managers of research staff, research staff and PGRs engaging with the training opportunities Managers of staff feel better equipped			

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		(OD) to implement MHFA training. FoLSM: Ensure all academics are aware of the EDI hub which includes details of training and awareness courses available online.		June 2023	Development, Diversity & Inclusion FoLSM/OD Development, Diversity & Inclusion	at supporting mental health and wellbeing, reported in staff responses to surveys in these areas. Managers of staff feel better equipped at supporting mental health and wellbeing. Staff responses to survey show better support in these areas.			
ECM3	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.	Institute of Psychiatry, Psychology & Neuroscience (IoPPN) School of Neuroscience to run an event based on mindfulness, wellbeing and time management	No	Dec '22	School of Neuroscience	Increase knowledge around health working environments Allow people to meet across campuses and job roles Remove some barriers to communicating better			
ECM4	Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers.	See ECI2.2							
ECR3	Ensure researchers take positive action towards maintaining their wellbeing and mental health.	Generally business as usual but see EC14							
Bullying and harassment									
The aims of these obligations are to eliminate bullying and harassment in the research system, tackled through progressive policies and secure mechanisms to address incidents.									
ECI3	Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.	1. Positive Workplace Initiatives Cross-King's campaign to address bullying and harassment (B&H) and create a positive working environment for all staff, focused on four connected themes, with	1. Yes, ECI3.6	1. Ongoing iterative campaign of work with phased introduction	1. OD & HR Principal's Senior Team EDI colleagues Positive	1. Use of Report and Support Platforms Attendance at active bystander training – percentage coverage			

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		<p>example activities listed.</p> <p>Leadership</p> <ul style="list-style-type: none"> ▪ Guidance and Scripts for Managers dealing with B&H ▪ Leadership Behaviours Toolkit ▪ Confidential Guided Conversations ▪ Leadership Coaching ▪ Bespoke Culture Reviews <p>Training & Awareness Raising</p> <ul style="list-style-type: none"> ▪ Active Bystander Training: webinars and online module ▪ Organisational Development Engagement Ethos ▪ King's Community Charter ▪ Considerate Communications Charter ▪ Allyship Toolkits ▪ Meetings Framework ▪ Bespoke team activities and events ▪ All Staff Meetings ▪ Staff Survey loPPN B&H Toolkits <p>Reporting, Monitoring, Support</p> <ul style="list-style-type: none"> ▪ New HR Case Management Team ▪ Athena SWAN Action Plan ▪ Race Equality Charter Action Plan ▪ Culture Shift Report + Support platform for King's community ▪ Improved data to enable targeted interventions ▪ Quality and consistency of informal support mechanisms <p>Reward, Retention & Recognition</p> <ul style="list-style-type: none"> ▪ Exit Survey and Interviews ▪ Pay Equality ▪ Workload Management ▪ 360-Degree Feedback for Professorial Promotions ▪ Embedding Our Principles in Action into PDRs and People Processes ▪ Career Development 	<p>ion of initiatives</p> <p>Culture Shift Report + Support platform to be launched in September 2022</p> <p>Active Bystander Training Phase II Launch October 2022</p> <p>Embedding Our Principles in Action into PDRs: April 2023</p> <p>Ongoing embedding of Our Principles in Action into People Processes: 2023 to 2025</p> <p>Staff Survey: Spring 2023</p> <p>Career Develop</p>	<p>Workplace Initiatives Senior Sponsorship Group</p> <p>Positive Workplace Initiatives Steering Group</p>	<p>Survey outcomes, including KReSS</p> <p>Completion of Performance Development Reviews (PDR)</p> <p>Increased number of communications around positive workplace initiatives</p> <p>Availability of data to monitor cases and outcomes</p>				
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	<p>Frameworks</p> <ul style="list-style-type: none"> King's Awards and local recognition of positive behaviours 		<p>ment Frameworks: 2025</p>						
	<p>2. IoPPN B&H Committee with responsibility to oversee B&H and lead on strategic change through Task and Finish Groups (TFGs). Two TFGs will be established to (1) explore introduction of Confidential Advisors (2) improve communication of initiatives, ongoing work and impact of B&H.</p>	<p>2. Yes, ECI3.6</p>	<p>2. Confidential Advisors TFG to feedback by Dec 2022 with Confidential Advisors in place by Spring '23</p> <p>Communication TFG initial comms campaign completed by Spring '23</p>	<p>2. IoPPN B&H Committee T&F members (appointment to be made by open EOI)</p>	<p>2. Increased number of people training in formal and informal processes</p> <p>Improved signposting</p> <p>Improved pastoral care for those experiencing inappropriate behaviour</p> <p>Improved knowledge of initiatives in place and planned</p> <p>Improved understanding and knowledge of the impact B&H can have</p> <p>Improved feedback loops through use of Vignettes highlighting consequences of poor behaviour</p>				
	<p>3. IoPPN Regular B&H Workshop and other opportunities to engage and ensure different perspectives are heard.</p>	<p>3. Yes, ECI3.6</p>	<p>3. At least annually</p>	<p>3. IoPPN B&H Committee TFG members (appointment to be made by open expression of interest)</p>	<p>3. Opportunity to share experiences, ideas and contribute to initiatives and activities to address B&H</p>				
	<p>4. A&H Project to clarify processes on B&H with staff via Depts and share widely on SharePoint site in development. Work with independent Research</p>	<p>4. No</p>	<p>4. July 2023</p>	<p>4. A&H</p>	<p>4. Improved knowledge of initiatives in place and planned</p> <p>Improved understanding and</p>				

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		Integrity Advisors to clarify function and increase visibility.				knowledge of the impact B&H can have			
ECM3	Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment.	See ECI3							
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to discrimination, harassment and bullying.	IoPPN B&H Anonymous Reporting Tool indicates researchers are using tool and reporting inappropriate behaviours which has been communicated across the faculty and college. This will be replaced by Report and Support. The action is to communicate the introduction of Report and Support and ensure appropriate links are embedded across the university.	No	Sep '22 with regular review of all materials	OD Principal's Senior Team Positive Workplace Steering Group Corporate Communications Faculty Communication Teams	Single point of contact Improved awareness of how to report inappropriate behaviour			
Equality, diversity and inclusion									
The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and adopt practices enhancing equality, diversity and inclusion.									
ECI4 / ECM1	Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	<p>1. Included in other action plans so will not be addressed here King's holds an Institutional Silver Award and Bronze Race Equality Charter Mark https://www.kcl.ac.uk/hr/diversity/docs/pdf/finalised-athena-swan-action-plan-nov-2020-4-1.pdf And https://www.kcl.ac.uk/hr/diversity/gender-and-race-equality/kings-race-equality-action-plan-2020-2024.pdf</p> <p>2. IoPPN Research Innovation Committee leading Research training programme for those from racialised or minoritised backgrounds which will be available across university</p>	<p>1. Yes, EC2.1 and ECI2.2</p> <p>2. No</p>	<p>1. See action plans in the provided links</p> <p>2. Initial consultation on training to start Autumn</p>	<p>1. See action plans in the provided links</p> <p>2. IoPPN Research Innovation Committee IoPPN Culture,</p>	<p>1. See action plans in the provided links</p> <p>2. Increased access to training for those from racialised or minoritized backgrounds</p>			

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				'22 with training rolled out 23-24 academic year	Diversity & Inclusion Team	Integration of learnings from course embedded across other training programmes				
ECR2	Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.	<p>1. Included in other action plans so will not be addressed here King's holds an Institutional Silver Award and Bronze Race Equality Charter Mark https://www.kcl.ac.uk/hr/diversity/docs/pdf/finalised-athenswan-action-plan-nov-2020-4-1.pdf And https://www.kcl.ac.uk/hr/diversity/gender-and-race-equality/kings-race-equality-action-plan-2020-2024.pdf</p> <p>2. IoPPN/ South London and Maudsley NHS Foundation Trust joint lead – Building Racial Equity, and Diversity in Research Network – cross org./KHP initiative to better support racial equity within research</p>	<p>1. Yes, EC2.1</p> <p>2. No</p>	<p>1. See action plans in the provided links</p> <p>2. Ongoing</p>	<p>1. See action plans in the provided links</p> <p>2. Dr Juliana Onumere (current chair) IoPPN/ South London and Maudsley NHS Foundation Trust Research & Development Office</p>	<p>1. See action plans in the provided links</p> <p>2. Improved embeddedness, connection and integration of race equality work in research across NHS Trusts, King's and community organisations</p>				
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.	<p>1. Continuation of training on research integrity, research governance, and research ethics through our introductory sessions and more focused, local sessions (the integrity ones developed in partnership with the Research Integrity Advisor (RIAd) network).</p> <p>2. Mapping exercise to identify</p>	<p>1. Yes, ECI5.4</p> <p>2. No</p>	<p>Ongoing</p> <p>Jan</p>	<p>Research Integrity Office (RIO) in partnership with RIAds</p> <p>RIO</p>	<p>Increased numbers of training attendees and positive feedback</p> <p>Training gaps</p>				

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		gaps in areas who have not received training.		2023		identified and contact made with areas to arrange training				
		3. Creation of online training module.	3. Yes, ECI5.4	Sept 2023	RIO	Online module created				
		4. Creation of a University-wide Code of Conduct in Research, supported by faculty-specific guidance.	4. Yes, ECI5.1	Jan 2023	RIO	Code developed and published through KCL approval channels				
		5. Research Integrity training in A&H will continue in 2022-23 tailored for specific departments and we will survey on what is meaningful to colleagues and how often reviews need to be conducted. A conference on Research Integrity to take place in 2022-2023.	5. No	5. Training delivered throughout the year Survey annually	5. A&H	5. Uncovering the meaning of research integrity to researchers Input on frequency of reviews				
ECM3	Ensure managers report and address incidents of poor research integrity.	Increased visibility of the RIAd network and of the Research Integrity Office.	Yes, ECI5.2	Ongoing	RIO with support from Faculty-based RIAds	Increased volumes of enquiries being received by RIO and/or RIAds.				
ECR2	Ensure researchers act in accordance with employer and funder policies related to research integrity.	Awareness raising through training and RIAd network	Yes, ECI5.4	Ongoing	RIO plus other teams in Research Management & Innovation Directorate, e.g. Research Grants & Contracts, Centre for Doctoral Studies, CRSD.	More enquiries on good research practices; more requests for local training.				
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.	Increase visibility of reporting mechanisms of potential research misconduct or other breaches of good practice through training and RIAd network	Yes, ECI5.4	Ongoing	RIO with support from Faculty-based RIAds	Increased reporting.				
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.										

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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.	See ECI3, ECM3 and ECR4 above								
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.	See ECI3, ECM3 and ECR4 above								
EM5	Engage with opportunities to contribute to relevant policy development within their institution.	See ECI3, ECM3 and ECR4 above								
ECR5	Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	See ECI3, ECM3 and ECR4 above								
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community.	See ECI3, ECM3 and ECR4 above								
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.	Included in other action plans so will not be addressed here King's holds an Institutional Silver Award and Bronze Race Equality Charter Mark https://www.kcl.ac.uk/hr/diversity/docs/pdf/finalised-athena-swan-action-plan-nov-2020-4-1.pdf And https://www.kcl.ac.uk/hr/diversity/gender-and-race-	Yes, ECI2.1	See action plans in the provided links	See action plans in the provided links	See action plans in the provided links				

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		equality/kings-race-equality-action-plan-2020-2024.pdf								
EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.	<p>1. NMES: We will ensure that a link to the research staff SharePoint hub (referred to under EC12) is included in induction materials across our faculty</p> <p>2. Faculty of Social Science & Public Policy (SSPP): All research staff are offered the opportunity to participate in Department Induction and the annual Faculty Research Café which covers all the support available for researchers</p> <p>3. A&H. A dedicated page with relevant info will be set up on SharePoint Research Hub in development.</p> <p>A&H ECR Peer Network established and supported- starting with Induction event for new starters Oct 22</p> <p>A&H Developing and embedding formal Faculty-wide mentoring scheme for incoming ECRs</p> <p>4. NMPC Annual review with</p>	<p>1. No</p> <p>2. No</p> <p>3. No</p> <p>4. Yes</p>	<p>1. End 2023</p> <p>2. By 31 March annually Department induction when starting and a Faculty Research Induction (research Cafe) in February each year</p> <p>3. July 2023</p> <p>July 2023</p> <p>July 2023</p> <p>4.</p>	<p>1. NMES</p> <p>2. SSPP Heads of Department; Vice Dean (research) and Faculty Research Manager</p> <p>3. A&H</p> <p>4. NMPC</p>	<p>1. Awareness for new starters of the guidance and support available to them during their time at King's as measured by a survey of new starters</p> <p>2. Awareness for new starters of the guidance and support available to them during their time at King's as measured by fewer basic questions and less confusion about where to go for information and advice; clarity about who does what.</p> <p>3. Improved experience for research staff, greater awareness of the guidance and support available to them across the College and Faculty</p> <p>4. Induction</p>				

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		research staff involvement of induction programme currently offered termly to all new staff. Introduction to Research staff "buddy" for all new starters.		Annually in July and termly in first week		programme appropriate for target audience. Buddying connects researchers to university and provides a sense of belonging			
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' contributions and the diversity of personal circumstances.	<p>1. SSPP: Raised researcher promotion at College level; looking to include them in the academic performance framework</p> <p>2. Review current processes for rewarding research staff who support PGR students and how they can be recognised for their contribution.</p> <p>Recognition options to be considered are broad, and depending on the outcome of the review, may need a variety of mechanisms to implement</p>	<p>1. No</p> <p>2. No</p>	<p>1. Academic Year 2022/3 latest</p> <p>2. Review to conclude August 2023.</p> <p>Implementation dependent on type of recognition agreed, completion by 2025</p>	<p>1. SSPP line managers of research staff/Academic Senior Leadership Team</p> <p>2. CRSD Centre for Doctoral Studies Dean for Doctoral Studies</p>	<p>1. Research staff being included in the academic promotion process</p> <p>2. Increased satisfaction for research staff measured in the KReSS PGR student benefit from supervision by recognised staff</p>			
EM3	Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.	SSPP: to generate particular communications and message reinforcement of action in EI3 if consistent approach to promoting research staff is achieved	No	July 2023	Vice Dean People and Planning	SSPP Researchers achieve promotion through a fair and transparent process assessed in the KReSS and within faculty			
Responsibilities and reporting									
The aims of these obligations are to ensure that researchers and their managers understand and act on their obligations and responsibilities.									

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EM1	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	IoPPN to improve monitoring of attendance at training and development and how this is fed back to departments who are then able to take appropriate action when gaps materialise	No	Improvements in place by Sep '23	IoPPN Culture, Diversity & Inclusion Team	Ability to identify gaps in training attendance Ensure equitable access to training and development			
EM4	Managers actively engage in regular constructive performance management with their researchers.	NMES: The Faculty have developed a PDR SharePoint app which was trialled with professional services staff during the 2021 PDR round. It will be rolled out to all research and academic staff for the 2022 PDR round. The app will provide robust tracking of PDR completion rates and help us ensure productive PDR conversations are happening with all our research staff. This falls under "People and Community", "Research Excellence" and "Staff Development" priorities of the NMES 5-year plan NMPC: Since April 2022 Research Support Office has run PDR refresher training and is coordinating probation appraisal for new starters and for all research staff. The faculty will continue to run these indefinitely	Yes, EM4, EM5, PCDM1.1, PCDR4.1 and EI5.1 Yes, EI5.1	Initial roll-out June 2022, then annually Annually in April	NMES NMPC	More research staff engaging in productive PDRs, improved ability to track PDR completion rates 2. Research staff feel welcomed and supported in their PDR, monitored by the KReSS and faculty surveys			
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.	King's is undergoing a major review of the use of Fixed-Term Contracts with the intention of employing a significant portion of research staff on open contracts in future. i. initial scoping exercise, examining options, changes	Yes, EI3.1	i. September 2022 ii. dependent on findings from i. most	Principal's Senior Team HR Research Management & Innovation Directorate (various departments)	Impact: 1. Remove insecurity arising from inability to obtain mortgages, loans and housing rental agreements 2. Minimal impact on those managing the process	While not affecting job security per se, this initiative is expected to improve the lived experience		

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		<p>required, workload models, funding models, necessary automation</p> <p>ii. decision making process for investment levels, who to include, possible pilot requirement, staffing requirements</p> <p>iii. implementation. The specifics of this will depend on i. and ii. and are likely to include significant investment in creating new reporting and process structures, collaboration between many departments, an overhaul of the redeployment policy, creation of a redeployment system and other actions that are as yet unknown but are expected to arise.</p> <p>This project constitutes a major undertaking with a large number of departments and staff involved</p>		<p>likely December 2022</p> <p>iii. starting following completion of ii. with expected duration of 2 years minimum, depending on findings in i.</p>	<p>including CRSD) Faculties</p>	<p>Project outcomes measured by</p> <p>i. completion of scoping exercise</p> <p>ii. completion of decision making phase</p> <p>iii. dependent on implementation requirements including new systems being in place and staff engaging positively with new processes</p>	<p>of research staff. It is connected to PCDM5 and PCDI5.</p>			
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.										
PCDI1	<p>Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors.</p>	<p>1. Active encouragement and support from technical network and senior leadership for technical staff to take up the 10 day professional development offer</p> <p>2. NMPC – all researchers eligible for resources to fund Continuing Professional Development activities from their Research Divisions and are regularly making requests</p>	<p>1. No</p> <p>2. No</p>	<p>1. At all technical staff monthly gatherings</p> <p>2. Ongoing, open submission</p>	<p>1. Technical leadership and core group</p> <p>2. NMPC</p>	<p>1. Numbers of technical staff engaging with professional development increase, monitored by KReSS and other relevant surveys</p> <p>2. Number of applicants per year</p>				
PCDI6	<p>Monitor, and report on, the engagement of researchers and their managers with professional development</p>						<p>Now considered business as usual</p>			

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	activities.									
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.	Encouragement to take up the 10 days included in the King's current externally published Technician Commitment Initiative action plan and will be a major part of our 2023 submission	No	June 2023	Senior leadership. Technical Network leadership	Inclusion in submission Uptake of 10 days as monitored in the KReSS				
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.						This is now business as usual with the majority of research staff having PDRs.			
PCDI6	Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.						This is now business as usual with the majority of research staff having PDRs.			
PCDM1	Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.						This is now business as usual with the majority of research staff having PDRs.			

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PCDR4	Researchers positively engage in career development reviews with their managers.						This is now business as usual with the majority of research staff having PDRs.			
Career development support and planning										
The aims of these obligations are to promote researchers' career development planning through tailored support and gathering evidence of professional experience.										
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	<p>1. Focus on increasing proportion of research staff using careers services for appointments and events</p> <p>2. Advancing in Academia: blended approach for different disciplines looking at how to develop an academic career. New for 2022 – blended approach for NMES and creating an asynchronous version for any discipline.</p> <p>3. What's up doc – piloted 21-22. Developing blended learning approach for research staff considering the option of starting a PhD. Intention to collaborate with other universities beyond the Russell Group.</p> <p>4. Placement Project – investigating how short placements based on information interviewing can be supported with resources for research staff.</p>	<p>1. No</p> <p>2. No</p> <p>3. No</p> <p>4. No</p>	<p>1. July 2023 and beyond</p> <p>2. June 2023</p> <p>3. Spring 2023</p> <p>4. Summer 2023</p>	<p>1. King's Careers & Employability (KCE)</p> <p>2. KCE</p> <p>3. CRSD and KCE</p> <p>4. KCE and CRSD</p>	<p>1. Proportion of staff using KCE increases</p> <p>2. Course runs with at least 10 staff participants</p> <p>3. Course runs with 20 staff participants</p> <p>4. Research staff feel supported in exploring career options, monitored through KReSS</p>	King's has a dedicated careers team that has successfully provided ongoing support for more than 15 years in this area and is now business as usual. Only new projects will be included here			
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.	Professional registration with the Science Council and professional bodies (Royal Society of Biology / Chemistry for example) Funded for Technical staff available to all researchers with Technical network mentoring support	No	On going	Technical leadership and staff	Numbers of registrations per year				
Research identity and leadership										

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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.	FoLSM – with the Research Staff Network working on a proposal to ensure recognition of individuals contributing to wider agendas, including committees, leading on projects etc.	No	Dec 2022, recognition process thereafter	Faculties/FoLSM	Tangible recognition will encourage more researchers to get involved.			
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.	<p>1. Technical network to create a list of short-term secondments cross all the faculties and Core Facilities</p> <p>2. Toolkits to enable managers to support ECRs (developed following funding awarded to KCL managers in partnership with Vitae) are integrated within manager-ECR development planning, and monitored within manager PDR</p>	<p>1. No</p> <p>2. No</p>	<p>1. Late summer 2022 with deployment thereafter</p> <p>2. Summer 2023</p>	<p>1. Technical leadership and core group and Technical Services Operating Model Design Programme Manager</p> <p>2. Faculties</p>	<p>1. Technical staff gain a taste of another campus, different skill sets and insight into protocols and local health and safety and statutory compliance monitored by creation and uptake of secondments</p> <p>2. ECRs report increased opportunities for development, and satisfaction with management interactions assessed in KReSS</p>			
PCDM5	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	Development of a new programme co-created with and to address the approach of managers to supporting their research staff. This co-creation process took place over 2 months and involved consultation with existing and senior managers of research staff in every faculty within King's. Following this process, a new piece of development activity is being trialled 3 times in 2022-23 and will be open to academic colleagues across the faculties. Following completion of this delivery we will review the programme outcomes. Depending on the level of success the	No	July 2023 and annually thereafter in July	CRSD	-In the trial period the broad aims of the programme are to raise awareness of this avenue of professional development for managers, monitored by attendance and representation of a range of faculties. Workshop feedback forms will be used to measure reaction and inform iterative improvements to the programme and related support and resources. Later			

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		programme will either be revised by modification to the content, creation of other resources or other means, in collaboration with the target audience, or retained as is and incorporated into our standard offering. To some level a level of iteration is expected. This project will rely on cooperation across the faculties to successfully promote the trial and potentially embed the offering within our wider programme. This programme is funded by HEIF in the trial period and therefore exists in the context of a raft of projects initiated by the CRSD to address career precarity. It will also connect to the Managers Toolkit devised by King's Future Leaders Fellows in collaboration with Vitae.				stages of the Kirkpatrick model will be addressed by surveys on repeated occasions to understand learning and how this has been applied. Changes to the management environment experienced by research staff will be monitored by the KReSS			
Diverse careers									
The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research.									
PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this.	Career Tracks project – initial literature review and case study collection of researchers working beyond academia. Resource to be used in PCDM5. Following year to be turned into asynchronous resource.	No	July 2023	CRSD with KCE	Improved visibility of careers beyond academia. Measured by use of resource, uptake of careers consultant appointments and anecdotal feedback.	King's has a dedicated careers team that has successfully provided ongoing support for more than 15 years in this area and is now business as usual. Only new projects will be included here		

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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.	<p>1. Hub to be developed for research staff managers supporting them in having career conversations with research staff and how to refer them to other services such as KCE. Initial scoping exercise to be completed followed by content creation and hub developed in two stages. Hub to incorporate and complement Managers' Toolkit (see PCDM4)</p> <p>2. NMES: A statement will be drafted by the faculty to the effect that we support our research staff and PhD students in their career choice, whatever that may be. Departments will be asked to upload this to their websites</p> <p>3. All managers or departments where not possible for managers to provide a statement on their webpage or other location to the effect that they support their research staff and PhD students in their career choice, whatever that may be.</p>	<p>1. No</p> <p>2. Yes, PCDM2.2</p> <p>3. Yes, PCDM2.2</p>	<p>1. Scoping to July 2023 Phase 1 to July 2024 Phase 2 to July 2025</p> <p>2. October 2022</p> <p>3. Initial campaign during 2023, posting thereafter</p>	<p>1. CRSD + KCE</p> <p>2. NMES</p> <p>3. CRSD</p>	<p>1. Managers have better understanding of how to hold a career conversation with their staff and how to refer them. Monitored by KReSS and manager survey</p> <p>2. Statement is clearly visible on all our department webpages and message is received by research staff</p> <p>3. Percentage of managers with this information posted, target minimum in first round 5%</p>				
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.	Engage with the Science Museum and the Gatsby funded Technicians Gallery in promoting Technical careers as an excellent career pathway. To engage with School children, teachers, and the general public, in the vital role technical staff play in Research and education	No	Sept 2022 then active for 5 years	Technical network leadership core group	Technical staff gain greater confidence in and wider appreciation of the scope of their role, monitored by numbers taking up the opportunity				

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TFG	Task & Finish Group
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