

Concordat Implementation Action Plan 2 year report King's College London

Research staff comprise a significant proportion of the academic community at King's College London and the College recognises that they are a key part of the College's mission to advance knowledge, learning and understanding in the service of society. For this reason, the College is committed to improving the policies and procedures in place to ensure their welfare and support.

Background

In response to the launch of the Concordat for the Career Development of Researchers in June 2008, College Research Committee (CRC) commissioned the Researcher Development Unit (RDU) within the Graduate School to produce a 'mapping and gapping' report reviewing the implementation of the key principles of the Concordat across the College. CRC is the committee of the Academic Board responsible for advising the Board on quality assurance and regulatory issues, on the sharing of good practice and on the development of College policy affecting research. It is chaired by the Vice-Principal (Research & Innovation) and membership is drawn from Schools and key stake-holders (such as KCLSU, Library and the Graduate School). CRC now has two research staff representatives (one representing science researchers and one representing arts and society researchers) who were invited to join from the 2011-12 session in response to the Action Plan.

CRC was keen to build on the areas of good practice and make additional provision where gaps were identified. Therefore, on the basis of the mapping and gapping exercise, an Action Plan was produced in June 2011, outlining how King's intends to improve on the welfare and support of research staff working for the College. The College was awarded the European Commission's HR Excellence in Research Award in recognition of its Action Plan in January 2012. This report reviews the key achievements and progress made against the Action Plan in the two years since then.

Key achievements and progress against the action plan

A key achievement is the creation of the Concordat Implementation Working Group (CIWG) in 2012 by the RDU to oversee and review progress on implementing the Action Plan and to ensure College compliance with the principles of the Concordat. The group has academic and research staff representation from across the College along with members from key professional services departments. This group first met in May 2012 and continues to meet 3 times per year. The group identified five priority areas from the Action Plan and have made progress against each:

1. Mentoring for research staff

The Working Group undertook some work to identify what mentorship was, what was required, and could a mentorship programme be developed for Schools at Kings and reported its findings to the October 2012 meeting of CRC. Having discussed with colleagues across the College, a decision was taken to maintain and create separate mentoring schemes for each of the audiences being served and to create a Mentoring Network Group for colleagues coordinating mentoring schemes or with an interest in mentoring to meet and share practice. The group meets twice a year. Many Academic Schools and Departments have existing or new mentoring schemes which are open to research staff. King's in partnership with UCL, Imperial College London, the Institute of Education (IoE), and Queen Mary, University of London have been coordinating a pan-London B-Mentoring scheme for academic and research staff from Black and Minority Ethnic backgrounds. Many of the mentees on the pilot programme are research associates or fellows from King's. In addition to these schemes, the RDU is currently setting up an innovative new programme to run in the first half of 2014 to support researchers in identifying their own mentors from academia and beyond.

2. PI training

The RDU in conjunction with HR, the Academic Schools and the CIWG have offered a new workshop to academics line managing research staff. This workshop develops knowledge and skills

relating to the management and development research staff identified in the original Action Plan. The first iteration ran in November 2013 and the feedback is currently under review.

A long-term leadership programme (the Early Career Faculty Development Series) has been trialed at one of the Academic Schools at King's to great acclaim and was shortlisted for a Times Higher Award in 2012. Planning is underway for further iterations.

3. Researcher representation on relevant committees

Researcher representation on key decision making committees within King's was a priority of the CIWG to provide input and influence from researchers for the strategy, policies and procedures of the organisation. Central Committees which now include ECR representatives include CRC, CIWG, and College Postgraduate and Postdoctoral Training Board. All Schools are now required to have researcher representation on their Research Committee.

4. Appraisal and training needs analysis

The College has revised its appraisal system, now named Performance Development Review (PDR). The new system incorporates established good practice in UK universities and guidance from RCUK on how best to support our academic and research staff. New web resources, guidance and training courses/material have been developed. The review process is an important part of getting Principal Investigators to recognise their responsibilities to research staff and is an important part of the professional development and career planning of members of staff at all levels.

5. Raising awareness of researcher development and the Concordat

The projects described above to implement the Concordat Action Plan have all been high profile and so have also served to raise awareness of the Concordat at all levels throughout the College; with research staff, their line managers and at senior and strategic levels.

The creation of CIWG has been instrumental in raising awareness of the Concordat. CRC has allocated two standing items on the Agenda of all CRC meetings, one on Researcher Development and another on Concordat Implementation, which ensures that these topics are discussed regularly at senior levels at the College and this has raised the awareness and willingness of Schools to support researchers and facilitate their development. The CIWG members report back to the Schools, professional services departments and researchers who they represent, which in turn has led to greater awareness amongst all of these audiences.

In addition to the priorities described above, the RDU has maintained and built on existing training and development provision for research staff, designing new courses to address issues outlined in the original Action Plan and making further provision where additional needs have been identified, such as the Springboard Women's Development Programme, now available to women researchers of all disciplines through the RDU. Feedback from participants has shown that this additional provision has been well received and the work of the RDU has been externally recognized by being shortlisted for the Times Higher Education Award for Outstanding Support for Early Career Researchers in 2013 for a project training research staff to deliver training courses.

On top of the progress outlined above, many of the policies, procedures and practices at King's are compliant with the Concordat and have been subject to review to ensure the standards are maintained. *(The accompanying revised action plan provides further details of the progress made so far against the original action plan first published in Jan 2012.)*

Next steps and focus of the strategy for the next two years

The five priority areas outlined above remain priorities that the College will continue to work on for the next two years. The RDU's new mentoring programme has been designed and the next step will be to run the first iteration starting in March. We aim for all researchers to have access to a mentoring scheme. The new PI training workshop has run once and is currently under review. We aim for all PIs to have access to the information that they need to be effective in their roles as managers of researchers. There are now many more researcher representatives on committees

on all levels across the College, and the CIWG continue to work towards our aims of even wider representation of researchers and of ensuring that these researcher representatives are effectively supported in their roles. Now that the new PDR system is in place, CIWG will dedicate one of its 2014 meetings to discussing its aim of the widespread implementation of the PDR for researchers and their line managers. The CIWG has worked hard to increase Concordat awareness since 2012, and will continue this work into 2016. CROS and PIRLS also remain priorities as a means of reviewing progress against the Action Plan. We aim to nurture a culture of engagement where staff see that sharing their experiences and views results in improved practice, leading to high response rates in these surveys.

The CIWG have also identified researcher induction as a new priority for the next two years based on the responses received to CROS 2013. Induction will form one of the CIWG's topics to be considered during the next academic year alongside HR and OD to identify aspects of the induction particularly relevant to researchers. The next step for the CIWG will be to identify what researchers need from induction and to decide on suitable actions in light of these needs.

How the evaluation was undertaken

The evaluation was only possible as a result of some of the achievements listed above, most notable the creation of the CIWG. The CIWG gathered information for the evaluation from:

- Amongst its own membership:
 - Academic Schools: CIWG has an academic representative from each School, who sits on their School's research committee and who provided information on local actions taken to implement the Concordat. Academic representatives also provided input from researchers in their Schools via the researcher representatives on the School research committees.
 - Professional services: CIWG has representatives from the RDU, HR, the Equalities Unit and Research and Graduate School Support who each provided information on College policy and practice within their own areas, including actions taken at College level.
 - Researcher representatives: CIWG has two research staff representatives (one representing science researchers and one representing arts and society researchers).
- CROS – King's ran CROS 2013 and received 408 responses (the highest response rate received to date). We can compare the experiences of researchers at King's to those of researchers at the other institutions who ran CROS 2013.
- Links with other QA/ implementation/ monitoring mechanisms. The CIWG works closely with Research and Graduate School Support (who were responsible for the College's REF return) and with the Equalities Unit (who are responsible for the Athena SWAN Charter). Both of these are represented on the CIWG and researcher development has representation on their structures.

This information was received and reviewed by the CIWG and used to measure the progress and to identify new actions to update the Action Plan. The report and the revised Action Plan were received and supported by CRC.

Dr Anna Price (Secretary to the CIWG)

Prof Alison Metcalfe (Chair of the CIWG)

Dr Fiona Denney (Assistant Director, Graduate School and Head of RDU)

on behalf of the Concordat Implementation Working Group

January 2014

Glossary of abbreviations

BME – Black and Minority Ethnic
CIWG – Concordat Implementation Working Group
CPD – Continuing Professional Development
CRC – College Research Committee
CROS – Careers in Research Online Survey
ELC – English Language Centre
ERP – Employment, Remuneration and Policy (team within HR)
FTC – Fixed Term Contract
FTE – Full Time Equivalent
HR – Human Resources
KCL – King’s College London
KLI – King’s Learning Institute
KT – Knowledge Transfer
MBTI – Myers-Briggs Type Indicator
N/A – not applicable
OD – Organisation Development (team within HR)
PDR – Performance Development Review (the College’s appraisal system)
PI – Principal Investigator
R&O – Recruitment and Operations (team within HR)
RDU – Researcher Development Unit
SET – Science, Engineering, Technology and Maths
UKBA – United Kingdom Border Agency
VP – Vice Principal

Key to Action Plan progress colour coding system

Black text signifies actions listed in the original Action Plan.

Blue text signifies actions taken. This includes progress against actions listed in the original action plan and new actions identified since the publication of the original action plan where those actions have been started and are completed and/ or ongoing actions where significant progress has been made.

Red text signifies future actions, which will be priority actions for the next two years. This includes actions from the original action plan and new actions identified since the publication of the original action plan.

Section A: Recruitment and Selection

Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.

1. All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution
2. Employers should strive to attract excellence and respect diversity (see Principle 6). Recruitment and selection procedures should be informative, transparent and open to all qualified applicants regardless of background. Person and vacancy specifications must clearly identify the skills required for the post and these requirements should be relevant to the role.
3. Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.
4. To assure fairness, consistency and the best assessment of the candidates' potential, recruitment and progression panels should reflect diversity as well as a range of experience and expertise. In order to promote these values, individuals who are members of recruitment and promotion panels should have received relevant recent training. Unsuccessful applicants should be given appropriate feedback if requested as this may be of assistance to the researcher in considering their further career development.
5. The level of pay or grade for researchers should be determined according to the requirements of the post, consistent with the pay and grading arrangements of the research organisation.

Current policy and practice at King's	Any action to be taken	By whom	Progress	Review
College Recruitment and Selection Procedures reflect the aspects set out in Principle 1. Researchers themselves found the recruitment and selection procedures to be fair	Current policy and practice is already compliant with the Concordat and should be maintained, subject to review.	HR Academics and other staff involved in the recruitment process	Established	HR will review current policy once the annual cycle of the e-recruitment system has concluded. Likely to start in December 2014. RDU to seek researcher opinion on procedures biannually through CROS to ensure that good practice is maintained. Next survey date 2015.
The new e-recruitment system will record the reasons for FTCs being used so that they are more transparent and can be monitored	HR to monitor reasons given for the use of FTCs Information on the use of FTCs to be included in new PI training	HR RDU and HR	The new e-recruitment system is in place and the Staff Recruitment Authorisation Form has a field requiring the reason for the FTC PI training has been run in November 2013	HR will review current policy once the annual cycle of the e-recruitment system has concluded. Likely to start in December 2014. RDU to review PI training

<p>Recruitment panels are made up of the most appropriate people based on expertise and experience and the diversity within the department is likely to be reflected on panels.</p>	<p>The College has amended its guidelines to include a stipulation that appointment panels should demonstrate diverse representation, emphasizing the importance of drawing together a balanced and representative interview panel.</p> <p>An Equality Analysis of Recruitment is underway – we are collecting data on our short-listing and interview panel composition (via the new e-recruitment system)</p>	<p>HR, academics and other staff involved in the recruitment process</p> <p>HR – R&O HR – OD</p>	<p>Established</p> <p>Underway –data to be available by Dec 2014</p>	<p>HR will review current policy before the end of 2015.</p> <p>December 2014 will be a milestone where we will have more accurate information to inform any review of policy/practice</p>
---	---	--	--	--

<p>Training on the College's Recruitment and Selection Procedures is already available through OD</p>	<p>In addition to the existing training on Recruitment and Selection Procedures, information on Recruitment and Selection Procedures will be included on PI training.</p>	<p>RDU and HR</p>	<p>Training on Recruitment and Selection Procedures is established</p> <p>PI training has been run in November 2013</p>	<p>College training is reviewed at the end of each academic year.</p> <p>RDU to review PI training</p>
<p>The College Policy makes provision for feedback for unsuccessful candidates at application and post-selection stages. This is supported by the Schools</p>	<p>Current policy and practice is already compliant with the Concordat and should be maintained, subject to review.</p>	<p>Academics and other staff involved in the recruitment process</p>	<p>Established</p>	<p>N/A</p>
<p>The College adopted the single pay spine as part of the National Framework Agreement. Researchers are paid on the single pay spine with the appropriate grade being determined by matching the role to the College role profiles.</p>	<p>Current policy and practice is already compliant with the Concordat and should be maintained.</p>	<p>HR</p>	<p>Established</p>	<p>N/A</p>

Section B: Recognition and Value

Principle 2: researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research.

1. Employers are encouraged to value and afford equal treatment to all researchers, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should ensure that the development of researchers is not undermined by instability of employment contracts. This approach should be embedded throughout all departmental structures and systems.
2. Commitment by everyone involved to improving the stability of employment conditions for researchers and implementing and abiding by the principles and terms laid down in the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and Joint Negotiating Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisations.
3. Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams. Employers should ensure that research managers are made aware of, and understand their responsibilities for the management of researchers and should provide training opportunities, including equality and diversity training, to support research managers in doing this. Institutions will wish to consider how research managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management.
4. Organisational systems must be capable of supporting continuity of employment for researchers, such as funding between grants, other schemes for supporting time between grant funding, or systems for redeploying researchers within organisations where resources allow. Funders are expected to make it a priority to consider how their policies, guidance and funding can be enhanced to help employers to achieve this objective.
5. Pay progression for researchers should be transparent and in accordance with procedures agreed between the relevant trade unions and the employers nationally and locally. In HEIs, pay progression will be in accordance with the Framework Agreement, though recognising the flexibility that institutions have in implementing the Framework.
6. Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay progression. Promotion opportunities should be transparent, effectively communicated and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies.

Current policy and practice at King's	Any action to be taken	By whom	Progress	Review
College Policy does not differentiate between staff employed on FTCs and staff employed on open-ended contracts, including in provision of training and development opportunities, which is acknowledged by researchers.	Current policy and practice is already compliant with the Concordat and should be maintained, subject to review.	HR and RDU	Established	RDU to seek researcher opinion biannually through CROS to ensure that good practice is maintained. Next survey date 2015.
The College actively monitors compliance with the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and provides information biannually as a minimum on fixed term contract usage.	<p>HR reviewed internal guidance on the management of FTCs in September 2010.</p> <p>Information on the use of FTCs to be included in new PI training</p>	<p>HR</p> <p>RDU</p>	<p>Complete</p> <p>PI training has been run in November 2013</p>	<p>The management of FTCs and associated policies and procedures is under continual review.</p> <p>RDU to review PI training</p>

<p>College Policy indicates that fixed term staff should be appraised and training is available for appraisers and appraisees. However, Schools and researchers acknowledge that practice varies among PIs.</p>	<p>The College revised its Appraisal system, now named Performance Development Review (PDR). The new system incorporates established good practice in UK universities and guidance from RCUK on how best to support our academic and research staff. Following launch in August 2012, the process was further revised in May 2013 based on user feedback.</p>	HR	Complete	HR will review current policy on an annual basis at the conclusion of each PDR cycle.
	<p>Information on appraisal to be included in new PI training</p>	RDU	PI training has been run in November 2013	RDU to review PI training
	<p>Now that the new PDR system is in place, CWIG will dedicate one of the 2014 meetings to discussing the widespread implementation of the PDR for researchers and their line managers.</p>	CWIG	In progress – dates and agendas for 2014 meetings being set	Additional actions and review measures TBC following meeting

<p>The College supports the use of bridging monies in order that researchers retain continuity of employment between the expiry of one research grant and the beginning of a new research grant where possible.</p>	<p>Current policy and practice is already compliant with the Concordat and should be maintained.</p> <p>Increase researcher awareness of bridging arrangements by including information in a new course to be developed on 'Things Every Post-Doc at King's Needs to Know'</p>	<p>Academic Schools</p> <p>Researcher Development Adviser in conjunction with HR</p>	<p>Established</p> <p>New training course developed and run on several occasions</p>	<p>RDU to seek researcher opinion on practice through CROS biannually to ensure that good practice is maintained. Next survey date 2015.</p> <p>RDU to review all research staff training courses at the end of each academic year. Next review in June 2014</p>
<p>Academic Schools described a range of local practices to try to ensure continued employment for researchers where possible</p>	<p>Current policy and practice is already compliant with the Concordat and should be maintained.</p> <p>Support for sharing best practice across the College</p>	<p>Academic Schools</p> <p>RDU</p>	<p>Established</p> <p>Established</p>	<p>N/A</p> <p>N/A</p>

<p>The College pay progression arrangements for researchers on the single pay spine (adopted as part of the National Framework Agreement) are the same as those for other staff groups on the single pay spine. Pay progression arrangements are given to all staff with their contract of employment</p>	<p>Current policy and practice is already compliant with the Concordat and should be maintained.</p>	HR	Established	N/A
	<p>Information on pay to be included in new PI training</p>	RDU and HR	PI training has been run in November 2013	RDU to review PI training
	<p>Information on pay to be included in new training courses for research staff</p>	RDU and HR	New training courses developed and run on several occasions	RDU to review all research staff training courses at the end of each academic year. Next review in June 2014

<p>In addition to progression within grades, arrangements also exist to facilitate the progression between certain grades as researchers become more experienced. Details of grade progression as researchers become more experienced are provided by line managers.</p>	<p>Current policy and practice is already compliant with the Concordat and should be maintained.</p> <p>Information on grade progression and promotion to be included in new PI training</p> <p>Information on grade progression and promotion to be included in new training courses for research staff</p>	<p>HR</p> <p>RDU and HR</p> <p>RDU and HR</p>	<p>Established. The College's Grade Criteria/ Procedures for Research Staff was reviewed and updated in September 2013</p> <p>PI training has been run in November 2013</p> <p>New training courses developed and run on several occasions</p>	<p>N/A</p> <p>RDU to review PI training</p> <p>RDU to review all research staff training courses at the end of each academic year. Next review in June 2014</p>
<p>The RDU runs career management workshops and assists researchers in identifying skills using available career frameworks.</p>	<p>Current practice is already compliant with the Concordat and should be maintained through continuing to provide courses and workshops addressing different aspects of career management and planning</p>	<p>RDU in conjunction with Careers Service</p>	<p>Established</p>	<p>RDU and Careers Service to review careers training courses at the end of each academic year. Next review in June 2014</p>

Section C: Support and Career Development

Principle 3: researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

1. It is recognised that positions of permanent employment are limited in the UK research and academic communities and that not all researchers will be able to obtain such a position. It is, therefore, imperative that researcher positions in the UK are attractive in themselves (and not, for example, solely as potential stepping stones to permanent academic positions). This requires that they provide career development which is comparable to, and competitive with, other employment sectors.
2. A wide variety of career paths is open to researchers, and the ability to move between different paths is key to a successful career. It is recognised that this mobility brings great benefit to the UK economy and organisations will, therefore, wish to be confident that their culture supports a broad-minded approach to researcher careers and that all career paths are valued equally.
3. Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter.
4. All employers will wish to review how their staff can access professional, independent advice on career management in general, particularly the prospect of employment beyond their immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors.
5. Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies should assist researchers to make informed choices about their career progression by ensuring that their own policies and processes for promotion and reward are transparent and clearly stated and that all researchers are aware of local and national career development strategies.
6. Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development.
7. Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practise those skills. For example, researchers may

be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students.

8. Employers also should provide a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements.
9. Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and increasing the skill and effectiveness of researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the training of researchers is a significant contribution to research output and they encourage employers and mentors to adopt these practices.

Current policy and practice at King's	Any action to be taken	By whom	Progress	Review
The College provides access to learning and development interventions outside specific research activities enabling staff to equip themselves with appropriate transferable skills.	College will continue to provide transferable skills training for researchers and will build upon current provision More information on access to training to be included in PI training	RDU RDU	Established and ongoing PI training has been run in November 2013	RDU to review all research staff training courses at the end of each academic year. Next review in June 2014 RDU to review PI training

<p>A 0.5 FTE Careers Adviser is allocated to work exclusively with researchers, offering guidance at all campuses.</p>	<p>Continue to provide access to a dedicated Careers Adviser for researchers</p>	<p>RDU in conjunction with Careers Service</p>	<p>Established</p>	<p>RDU and Careers Service to review researcher careers provision at the end of each academic year. Next review in June 2014</p>
<p>A series of Career Management seminars forms part of the Researcher Development Programme and a number of additional careers seminars have been offered featuring PhD graduates who have moved into other areas of employment.</p>	<p>Continue to provide a range of courses and workshops addressing different aspects of career management and planning as well as alternative careers seminars.</p> <p>The RDU has purchased a subscription to the RDF Planner to incorporate the Planner into one of the Career Development Programmes.</p>	<p>RDU in conjunction with Careers Service</p>	<p>Established</p>	<p>RDU and Careers Service to review researcher careers provision at the end of each academic year. Next review in June 2014</p>
<p>A Graduate School blog offers additional information on jobs, training sessions and career ideas.</p>	<p>Continue to blog about opportunities for researchers and promote blog more widely</p>	<p>RDU in conjunction with Careers Service</p>	<p>Established and ongoing</p>	<p>RDU and Careers Service to review researcher careers provision at the end of each academic year. Next review in June 2014</p>

<p>Academic Schools acknowledge that the traditional expectation of researchers to progress in academia with 'failed academics' taking other jobs is outdated. Some Academic Schools are working on initiatives to open up alternative career paths to researchers</p>	<p>Support for sharing best practice across the College</p> <p>Continue sharing data on alternative careers for researchers across the College, such as from Vitae's 'What Do researchers Do?' series http://research.staff.vitae.ac.uk/policy-practice/107611/What-do-researchers-do-.html</p>	<p>RDU</p> <p>RDU</p>	<p>Established</p> <p>Established</p>	<p>N/A</p> <p>N/A</p>
--	---	-----------------------	---------------------------------------	-----------------------

<p>The College encourages all researchers to identify their training needs in conversation with their manager. The RDU within the Graduate School provides a programme of over 250 workshops per year in a wide range of skills including research skills and transferable skills. The RDU also provides a 0.5 FTE careers adviser, 2 Royal Literary Fund writing fellows to assist with writing skills, MBTI-accredited trainers and coaches to support skills development alongside the workshops that are run.</p>	<p>RDU will continue to provide transferable skills training for researchers and will build upon current provision</p> <p>Information on access to training to be included in new PI training</p>	<p>RDU</p> <p>RDU</p>	<p>Established and ongoing</p> <p>PI training has been run in November 2013</p>	<p>RDU to review all research staff training courses at the end of each academic year. Next review in June 2014</p> <p>RDU to review PI training</p>
---	---	-----------------------	---	--

<p>Central induction is infrequent and so often not available to researchers when they start. Some Schools run a local induction programme, in other Schools, induction is conducted at the research group/PI level.</p>	<p>Review of induction procedures for research staff</p> <p>Identify aspects of induction particularly relevant to researchers.</p> <p>Run newly developed course 'Starting Your First Post-Doc'</p> <p>Develop an additional course on 'Things Every Post-Doc at King's Needs to Know'</p>	<p>OD to review central induction in conjunction with RDU</p> <p>CIWG alongside HR and OD.</p> <p>RDU and HR.</p> <p>RDU and HR.</p>	<p>Complete</p> <p>In progress – dates and agendas for CIWG 2014 meetings being set.</p> <p>Course content incorporated into other courses for new ECRs</p> <p>New training courses developed and run on several occasions</p>	<p>N/A</p> <p>Additional actions and review measures TBC following discussion on what additional support may be useful for researchers new to King's</p> <p>RDU to review all research staff training courses at the end of each academic year. Next review in June 2014</p>
--	---	--	--	--

<p>Training is provided centrally for a range of skills at different levels to cater for different needs at different career stages. Some Schools described opportunities available to researchers to take on additional responsibilities and develop skills at different stages of their careers, and other Schools described difficulties (and a need) in providing researchers with such opportunities.</p>	<p>PI training to recommend ways in which researchers can put their skills in to practice to develop them further for the benefit of the whole research team</p> <p>Compilation of 'best practice' examples so that Schools can learn from each other</p>	<p>RDU in conjunction with Academic Schools</p> <p>RDU to compile with input from Schools</p>	<p>PI training has been run in November 2013</p> <p>Ongoing through Concordat Implementation Working Group</p>	<p>RDU to review PI training</p> <p>RDU to seek researcher feedback biannually through CROS to ensure that good practice is maintained. Next survey date 2015.</p>
--	---	---	--	--

<p>There is currently no central mentoring scheme for researchers, although some Schools and departments have such mechanisms in place.</p>	<p>Compilation of 'mentoring' best practice examples so that Schools can learn from each other.</p>	<p>RDU in collaboration with Schools</p>	<p>A mentoring network has been set up so that colleagues coordinating mentoring schemes or with an interest in mentoring can meet and share practice. The group meets twice a year.</p>	<p>N/A</p>
	<p>Mentoring workshops to be run on demand for Schools / departments to support schemes to be established locally</p>	<p>RDU in collaboration with Schools</p>	<p>Many schools and departments are running new or established mentoring schemes for their researchers independently.</p>	<p>Practice to be reviewed in June 2014</p>
	<p>The RDU is setting up a new mentoring programme for researchers of all disciplines to run in the first half of 2014.</p>	<p>RDU</p>	<p>In progress. First iteration to start in March 2014 and is currently being publicised.</p>	<p>Programme to be reviewed after completion of the first iteration in June 2014</p>
	<p>B-Mentoring programme for BME researchers in partnership with other London Universities.</p>	<p>HR – OD</p>	<p>After a successful pilot, the programme is now in its second year.</p>	<p>The pilot was reviewed in November 2013. The programme will continue to be reviewed regularly.</p>

<p>College policy states that researchers are encouraged to engage with approximately 10 days of transferable skills training per year. Responsibility for encouraging research staff to engage with CPD activities was cited by Schools as resting with the individual PIs, which could lead to varied practice.</p>	<p>PI training to inform on College policy regarding researcher CPD and to recommend ways in which researchers can put their skills in to practice to develop them further for the benefit of the whole research team</p> <p>CPD programme to provide a framework for researchers to collate and be provided with feedback on their CPD activities</p>	<p>RDU and HR</p> <p>RDU</p>	<p>PI training has been run in November 2013</p> <p>Already implemented, due to be expanded to include the new Vitae Researcher Development Framework in autumn 2011 (www.vitae.ac.uk/rdf) The RDU has purchased a subscription to the RDF Planner and is making this tool available to all participants on the CPD programme.</p>	<p>RDU to review PI training</p> <p>RDU to review all research staff training courses at the end of each academic year. Next review in June 2014</p>
---	--	------------------------------	---	--

Section C: Support and Career Development

Principle 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career

10. Researchers should be empowered by having a realistic understanding of, and information about, their own career development and career direction options as well as taking personal responsibility for their choices at the appropriate times. Employers should introduce appraisal systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career.
11. Employers will wish to ensure that developmental activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not unduly disadvantaged when moving from one employer to another.
12. Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided.
13. Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation or management committees.
14. Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.

<p>The College revised its Appraisal system, now named Performance Development Review (PDR). The new system incorporates established good practice in UK universities and guidance from RCUK on how best to support our academic and research staff. New web resources, guidance and training courses/material have been developed. After launch in August 2012, the process was further revised in May 2013 based on user feedback.</p>	<p>The CIWG has identified appraisals (now termed Performance Development Reviews) as a matter of priority and will dedicate one of the 2014 meetings of the group to discussing what additional support may be useful for researchers and their line managers.</p>	<p>Concordat Implementation Working Group</p>	<p>In progress – dates and agendas for 2014 meetings being set</p>	<p>Additional actions and review measures TBC following meeting</p>
--	---	---	--	---

<p>KLI offers a Postgraduate Certificate in Academic Practice (PGCAP) which is accredited by the Higher Education Academy. Recognition is given to previous learning which maps to the learning outcomes of our academic programmes</p>	<p>Current policy and practice is already compliant with the Concordat and should be maintained, subject to review.</p>	<p>KLI</p>	<p>Established</p>	<p>College training is reviewed at the end of each academic year.</p>
<p>The RDU provides a 'train the trainers' programme for researchers to provide them with teaching skills and experience, which can be used towards gaining their PGCAP. This programme was shortlisted for the THE Award for Support for Early Career Researchers in 2013.</p>	<p>Current policy and practice is already compliant with the Concordat and should be maintained, subject to review.</p>	<p>RDU</p>	<p>Established</p>	<p>RDU to review all research staff training provision at the end of each academic year. Next review in June 2014</p>

<p>Schools encourage CPD activities to prepare researchers for academic practice, such as research methods training, conference attendance/ presentation (with some departments providing funding for conferences by various mechanisms) or teaching (including undertaking qualifications where appropriate).</p>	<p>PI training to encourage PIs to seek conference funding for researchers through research grants</p> <p>Training courses on skills required for academic practice (e.g. networking, oral presentations, poster presentations, etc) already provided</p>	<p>RDU and HR</p> <p>RDU</p>	<p>PI training has been run in November 2013</p> <p>Established</p>	<p>RDU to review PI training</p> <p>RDU to review all research staff training courses at the end of each academic year. Next review in June 2014</p>
<p>KLI offers a range of training and support at different levels for researchers involved in teaching and demonstrating.</p>	<p>Current policy and practice is already compliant with the Concordat and should be maintained, subject to review.</p>	<p>KLI</p>	<p>Established</p>	<p>College training is reviewed at the end of each academic year.</p>

Some Academic Schools and Departments have researcher representation on at various committees and meetings	CRC to recommend which School committees and meetings researchers should be represented at	CRC	Completed	The purpose and membership of all College committees are reviewed regularly.
	Research staff representative for CRC to be appointed	CRC chair to invite representatives to attend CRC	Two researcher representatives have been appointed	
	Researcher representatives have been appointed to other central College committees e.g. Concordat Implementaiton Working Group, College Postgraduate and Postdoctoral Training Board.	Chairs and members of committees that would benefit from researcher representation.	Completed	
	Researcher representatives have been appointed to many School and departmental committees.	Academic Schools	In progress	Progress to be reviewed in June 2014. Additional actions and review measures TBC following review.

Section D: researchers' Responsibilities

Principle 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.

1. Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.
2. Researchers should develop their ability to transfer and exploit knowledge where appropriate and facilitate its use in policy making and the commercialisation of research for the benefit of their employing organisation, as well as the wider society and economy as a whole.
3. Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner and to contribute to the wider body of knowledge.
4. Researchers should also be aware that the skills and achievements required to move on from a research position may not be the same as the skills and achievements which they displayed to reach that position.
5. Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out opportunities for learning and development in order to further that career and take personal responsibility for their choices. Research managers and employers also have a responsibility to provide honest advice and appropriate structures, and to equip researchers with the tools to manage their own careers. Research managers should encourage research staff under their supervision to attend appropriate training and career development courses and events.
6. Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate.

Current policy and practice at King's	Any action to be taken	By whom	Progress	Review
<p>College level Knowledge Transfer (KT) training is offered via the Graduate School using in-house KT experts from King's Partnerships and Consultancy and is also made available to Schools and Departments as required. Each School and Division has an assigned business development manager who works to the School and Division's plans for innovation.</p>	<p>College to continue to provide training and opportunities for researchers.</p> <p>Researchers to engage with opportunities available to them</p>	<p>RDU and King's Partnerships and Consultancy</p> <p>Research staff Schools to support and encourage.</p>	<p>Established</p> <p>Established</p>	<p>RDU to review all research staff training courses at the end of each academic year. Next review in June 2014</p> <p>RDU to establish researcher engagement biannually through CROS. Next survey date 2015.</p>

<p>The College has developed guidelines on good practice in academic research and has a well-developed procedure for dealing with issues of research misconduct. Many King's researchers state that they have an understanding of research codes of practice (integrity, academic conduct, ethics).</p>	<p>Current policy and practice is already compliant with the Concordat and should be maintained, subject to review.</p>	<p>Research Ethics Office Research staff Academic Schools</p>	<p>Established</p>	<p>RDU to seek researcher understanding on ethics and integrity in research biannually through CROS to ensure that good practice is maintained. Next survey date 2015.</p>
<p>A variety of training courses on ethics and integrity in research are provided through the RDU and the Research Ethics Office</p>	<p>RDU to work with Research Ethics Office to improve research integrity training on offer to researchers.</p>	<p>RDU and Research Ethics Office</p>	<p>Completed. New courses on ethics and integrity available to researchers. Ethics and Integrity included in all training courses where appropriate.</p>	<p>RDU to review all researcher training courses at the end of each academic year. Next review in June 2014</p> <p>RDU to seek researcher understanding on ethics and integrity in research biannually through CROS to ensure that good practice is maintained. Next survey date 2015.</p>

<p>Researchers understand that PI is a different job from that of post-doctoral research staff.</p>	<p>Run newly developed course 'How to Become a PI'</p> <p>Researchers to be more pro-active in seeking help from PIs, RDU, careers adviser and peers</p>	<p>Researcher Development Adviser in conjunction with KLI.</p> <p>Research staff RDU and careers adviser to promote services to researchers</p>	<p>Established</p> <p>In progress To be addressed through new mentorship programme</p>	<p>RDU to review all research staff training courses at the end of each academic year. Next review in June 2014</p> <p>Programme to be reviewed after completion of the first iteration in June 2014</p> <p>RDU to seek researcher feedback biannually through CROS to ensure that good practice is maintained. Next survey date 2015.</p>
---	--	---	--	--

<p>Researchers acknowledge their responsibility for managing and pursuing their career, and that they benefit from the varied provision available through the College and Academic Schools</p>	<p>Current practice is already compliant with the Concordat and should be maintained, subject to review.</p> <p>Continue to provide and publicise College provision for research staff</p> <p>Develop support for PIs (through PI training programme) to have conversations with their research staff regarding their training needs</p>	<p>Research staff</p> <p>RDU and other training providers</p> <p>RDU and HR</p>	<p>Established</p> <p>Established</p> <p>PI training has been run in November 2013</p>	<p>RDU to seek researcher feedback biannually through CROS to ensure that good practice is maintained. Next survey date 2015.</p> <p>Ongoing monitoring of attendance and participant feedback</p> <p>RDU to review PI training</p>
<p>Researchers value the opportunity to discuss their career development requirements and activities with their PI</p>	<p>Researchers to pro-actively speak to their PI about formal appraisal as well as informal discussions on an ad-hoc basis in addition to College actions outlined in Section C.</p>	<p>Research staff</p>	<p>In progress</p>	<p>RDU to seek researcher feedback biannually through CROS to ensure that good practice is maintained. Next survey date 2015.</p>

Section E. Diversity and Equality

Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.

1. The UK legislative framework outlaws discrimination on the basis of age, disability, sex, sexual orientation, race or religion. It also requires public bodies to take positive steps to promote equality, based on evidence and priorities, and to develop specific schemes and action plans related to gender, race and disability to address specific issues of underrepresentation or lack of progression.
2. As is the case for society as a whole, UK research will benefit from increasing equality and diversity in the recruitment and retention of researchers. The Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds.
3. It should be emphasised that the demanding nature of research careers has a disproportionate effect on certain groups. We strongly recommend that all members of the UK research community actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.
4. Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements. Employers should recognise that for parents and others who have taken career breaks, including parental leave, have worked part-time, or have taken atypical routes into research, the “early career” period may be prolonged, and this may be a time where the risk of attrition from the research path is most acute. Working conditions should allow both female and male researchers to combine family and work, children and career.
5. It is important for employers to respond flexibly to requests for changed work patterns and to resist instant refusals on the assumption that, because research has always been carried out in a particular way, it cannot be done differently.
6. Funders should continue to ensure that their funding mechanisms and policies are adapted to changing diversity and equality legislation and guidance, for example in their provision of additional funding and duration of grant to cover paternity and adoptive leave as well as maternity leave.
7. Employers should aim for a representative balance of gender, disability, ethnicity and age at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of a transparent equal opportunity policy at recruitment and at all subsequent career stages. Diversity should be reflected on selection and evaluation committees. What is ‘representative’ will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments, from a particular group to any given level should reflect the percentage in the available pool at the level immediately below.

8. Account should also be taken of the personal circumstances of groups of researchers. Examples would include researchers who have responsibility for young children or adult dependants, researchers for whom English is not a first language, older or younger researchers, or researchers with disabilities and long-term health issues. Employers and funders should change policies or practices that directly or indirectly disadvantage such groups.
9. All managers of research should ensure that measures exist at every institution through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties.
10. Employers should also consider participation in schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers.

Current policy and practice at King's	Any action to be taken	By whom	Progress	Review
The College recognises that equality of opportunity and the recognition and promotion of diversity are integral to its academic and economic strengths.	Current policy and practice is already compliant with the Concordat and should be maintained, subject to review.	HR Academics and other staff involved in the recruitment process	Established	HR regularly review policies and associated use of equality impact assessments. RDU to seek researcher feedback biannually through CROS to ensure that good practice is maintained. Next survey date 2015.

<p>The College's equality and diversity policies were reviewed and extended in 2010 and 2011. These include policies and statements covering the protected characteristics and a suite of family friendly policies. The vast majority of researchers believe that King's is committed to equality and diversity and that staff are treated without discrimination with regard to all aspects of professional life.</p>	<p>Current policy and practice is already compliant with the Concordat and should be maintained, subject to review.</p> <p>The College is compliant with the Equality Act 2010 and is annually reviewing the impact of its policies and procedures on its staff and students and has set itself Equality Objectives which are also reviewed annually. A Diversity and Inclusion Steering Group, Chaired by a VP takes a leadership role for this work.</p> <p>The College's Trans policy and procedure requires review.</p>	<p>Lead by HR - OD with support from colleagues across the University</p> <p>Diversity and Inclusion Steering Group</p>	<p>Complete</p>	<p>Annual review and ongoing work</p> <p>HR to continue monitoring of all recruitment and promotion decisions on the basis of statutory duties in relation to equality and fair treatment</p> <p>RDU to seek researcher feedback biannually through CROS to ensure that good practice is maintained. Next survey date 2015.</p> <p>2014</p>
--	---	---	-----------------	---

<p>Recruitment of researchers is on the basis of national advertising in accordance with the UKBA's Resident Labour Market Testing</p>	<p>Current policy and practice is already compliant with the Concordat and should be maintained, subject to review.</p> <p>An Equality Analysis of Recruitment is underway – we are now starting to collect data on our recruitment process (via the new e-recruitment system) and short-listing and interview panel composition</p>	<p>HR Academics and other staff involved in the recruitment process</p> <p>HR – R&O HR - OD</p>	<p>Established</p> <p>Underway –data to be available by Dec 2014</p>	<p>N/A</p> <p>December 2014 will be a milestone where we will have more accurate information to inform any review of policy/practice</p>
--	--	---	--	--

<p>The RDU run programmes for women researchers incorporating Action Learning. Action Learning is introduced as a way of supporting and developing women in their research careers and provides participants with the chance to explore the issues they face as women researchers with a view to finding a way forward for them as individuals.</p>	<p>Continue offering programmes incorporating Action Learning for women researchers.</p>	<p>RDU</p>	<p>Established</p> <p>Availability of Action Learning has been extended to all researchers at King's</p> <p>The RDU has also started offering the Springboard Women's Development Programme to women researchers throughout the College, which has been popular and well received by participants.</p>	<p>RDU to review programme at the end of each academic year. Next review in June 2014</p>
<p>The College's new Race Equality Policy and Action Plan was published in April 2010. A BME Staff Network was set up in 2010.</p>	<p>This was replaced by the Annual report and objectives mentioned above.</p> <p>See below for more information about Staff Networks.</p>	<p>HR – OD</p>	<p>Established</p>	<p>Annual review and ongoing work</p> <p>RDU to seek researcher feedback biannually through CROS to ensure that good practice is maintained. Next survey date 2015.</p>

<p>The College operates a number of policies to provide the flexibility necessary for successful research performance in line with legal requirements.</p>	<p>The College's Athena SWAN Bronze Action Plan includes actions to improve support for staff with families/caring responsibilities. Examples include:</p> <ul style="list-style-type: none"> -Parenting Leave Fund -Parent buddy scheme -Checklist for managing career breaks for managers (including information for academic and research staff) -Guidance for those on FTCs and external funding re: maternity -Covering issues around FTCs and flexible working in training for staff and managers -A learning intervention for managers around flexible working Promoting case studies and good practice around flexible working 	<p>HR – ERP HR – OD</p>	<p>Established</p> <p>Progress is being made against the Athena SWAN Bronze Action Plan and is reported on through the appropriate channels.</p>	<p>HR reviewed policies in March 2013 to align with legal requirements.</p> <p>The Athena SWAN Bronze Action Plan is under regular review.</p> <p>The Government has outlined plans to extend the right to request flexible working to all employees with 26 weeks' continuous service (not just parents and carers) and to remove the current statutory procedure. HR will review when the legislation comes into force (anticipated summer 2014)</p> <p>RDU to seek researcher opinion on procedure biannually through CROS to ensure that good practice is maintained. Next survey date 2015.</p>
--	---	-----------------------------	--	--

<p>The College has a Women’s Network, BME staff network and LGBT staff network. These operate largely in a virtual form but members are invited to attend infrequent events/meetings in addition to regular email correspondence and consultation</p>	<p>N/A</p>	<p>HR - OD</p>	<p>On-going</p>	<p>N/A</p>
<p>The College describes general “equality-proofing” of policies and procedures takes place to enable flexibility and accommodation. Equality impact assessments are undertaken, wherever possible, on all new policies and procedures and where necessary adjustments made to existing polices.</p>	<p>Current policy and practice is already compliant with the Concordat and should be maintained, subject to review.</p> <p>A new Equality Analysis process has been established but mainstreaming and embedding are required</p>	<p>HR – ERP</p> <p>HR – OD Diversity and Inclusion Steering Group</p>	<p>The College has a new Equality Analysis Framework which is systematically used by HR to assess the impacts of new policies and those being revised. Equality Analysis are currently being undertaken of the College’s recruitment and promotions policies</p>	<p>N/A</p>

<p>The College uses Occupational Health input and support where health and/or disability issues arise, actively seeking to implement Reasonable Adjustments where identified.</p>	<p>Current policy and practice is already compliant with the Concordat and should be maintained, subject to review.</p> <p>The College is currently engaged in a project to improve the information and support available to disabled staff.</p>	<p>HR and Occupational Health</p> <p>HR – OD</p>	<p>Established</p> <p>In progress</p>	<p>Completed by April 2014</p>
<p>The College provides support for researchers for whom English is not their first language through service provided by the ELC.</p>	<p>Current policy and practice is already compliant with the Concordat and should be maintained, subject to review.</p>	<p>ELC</p>	<p>Established</p>	<p>College training is reviewed at the end of each academic year.</p>

<p>The College operates a Dignity at Work policy that is easily accessible through the College web site. Furthermore, all staff can avail themselves of the grievance procedure.</p>	<p>Current policy and practice is already compliant with the Concordat and should be maintained, subject to review.</p>	<p>HR – ERP</p>	<p>Dignity at Work Policy is currently unavailable as it is under revision</p> <p>The Grievance procedures were updated in 2013</p>	<p>Review to be completed 2014</p> <p>A working group has been established to draft a Grievance Procedure for non-academic staff. This will incorporate elements of the previous Dignity at Work policy. The working group's first meeting is January 2014.</p>
--	---	-----------------	---	---

<p>The College became a signatory of the Athena SWAN Charter in December 2007. In June 2008 it was granted a Bronze award, with very favourable feedback from the Athena Panel. Good progress has been made in bringing together relevant data and increasing the College's understanding of the issues experienced by women working in SET disciplines. Knowledge of Athena SWAN is not widespread amongst researchers, however, there was great interest in the topic and researchers would like more information on this and similar schemes.</p>	<p>The College renewed it's Bronze Athena SWAN Award in April 2013 and all the STEMM-based Schools are working towards Silver status with support from a new dedicated Athena SWAN Project Manager.</p> <p>One Department is currently engaged in the Gender Charter Mark Trial Pilot and we are participating in the development of the Race Charter Mark with ECU</p>	<p>HR – OD</p>	<p>Bronze Award valid until September 2016.</p>	<p>Based on internal submissions strategies and in line with external deadlines.</p>
--	---	----------------	---	--

<p>The Athena SWAN College Bronze action plan includes a range of actions which will benefit research staff, reduce the barriers associated with research careers and aim to improve the representation of staff with protected characteristics at all levels of academia</p>	<p>Actions include: -Review guidance on use of FTCs & monitor usage -Establish workload allocation models -Deliver annual events to improve understanding of the promotions process -Support for staff in publishing their research -Establish College-wide Exit interviews -Reviewing balance of membership on governance committees -Unconscious bias training</p>	<p>HR – OD with support from other HR functions and relevant directorates</p>	<p>Varies from project to project</p>	<p>Progress is reported bi-monthly to the Athena SWAN Steering Group with quarterly reports to PCT</p>
---	---	---	---------------------------------------	--