

HR Excellence in Research Award King's College London: 4 year Self-Assessment Report

Summary

King's College London has over 1700 research staff, who play a vital role in our mission to advance knowledge, learning and understanding in the service of society. King's is fully committed to an ongoing and evolving programme of support for these key members of our academic community. We recently established a new Centre for Research Staff Development, which allows us both to increase and promote the profile of the good work we are doing for this staff group. The Centre also provides a focus for King's Faculties to share good practice and exchange ideas. We continue to align and embed activities in support of this agenda with other important initiatives such as Athena SWAN and the Race Equality Charter Mark. Our institution's commitment is also clear from our longstanding support and membership of Vitae. King's was awarded the HR Excellence in Research Award by the European Commission in Jan 2012. This report outlines progress on our action plan over the last two years and describes our priorities and actions for the next two years.

Introduction & process

College Research Committee (CRC), chaired by the Vice-Principal (Research & Innovation), has overall responsibility for King's commitment to the Concordat. A Concordat Implementation Working Group (CIWG) was established to lead on implementation. CIWG comprises representatives from all eight academic Faculties, in most cases the Chair of the Faculty Research Committee. There are also representatives from all relevant Professional Services directorates, including HR and Diversity & Inclusion, as well as the Early Career Researchers Representatives Committee (ECRRC). Secretariat is provided by the Researcher Development Unit (RDU). In order to maintain oversight of activities in this area, CRC has two standing items on its agenda – Researcher Development and Concordat Implementation.

The CIWG reviews Concordat actions every four months. Over the last six months, CIWG has conducted an in depth review of progress to date, through:

- Analysis of the latest 2015 CROS/PIRLS data.
- Ongoing discussion with ECRRC regarding issues of particular concern.
- Detailed Faculty updates on progress and individual action plans for future activity.

Key achievements and progress against the action plan

King's commitment to delivering tangible benefits for research staff is exemplified by:

- New funding to enable the establishment of a Centre for Research Staff Development, launching in early 2016, which was requested by research staff and CIWG Faculty representatives. The Centre brings together current staff from the RDU with additional new staff, in particular providing dedicated Careers Consultant time to lead on a strand of activities focused on careers & employability. The Centre will provide additional impetus and resource for the identification, communication and addressing of issues of concern to research staff. It is already raising the profile of support for research staff.
- As part of our major commitment in the area of Diversity & Inclusion, King's now holds six Silver and 10 Bronze Faculty/departmental Athena SWAN awards, alongside our Bronze institutional award. We are one of only eight HEIs awarded the Race Equality Charter Bronze Award in the pilot phase, out of 21 HEIs who started the process.

Progress against each Concordat principle is outlined below, with additional details provided alongside an updated action plan for the next two years. The five priority areas described in our two-year review are now described under the relevant Concordat sections. All Concordat documentation can be found online: www.kcl.ac.uk/concordat

1. Recruitment and selection (principle 1)

The Concordat's recommendations are now fully implemented in this area, although the CIWG maintains a watching brief:

- Ongoing monitoring of the use of Fixed Term Contracts (FTC) continues.
- HR and other relevant policies/procedures are actively monitored, with recent updates including, extending the right to request flexible working to all employees (June 2014) and providing clarification on the ability for staff on FTCs to lead on applications for research grants (Dec 2014).

2. Recognition and value (principle 2)

- *Training sessions for Principal Investigators* to ensure a shared understanding of issues around FTCs and Performance Development Reviews (amongst other topics) are now available through a number of routes: one-day workshops centrally delivered by the RDU, bite-size Top Tips sessions by Organisation Development and local training workshops such as the Early Career Faculty Development Series/THRIVE. Ongoing work is looking to assess which routes are most effective and ensure better coverage across all Faculties.
- *Performance Development Reviews* should be conducted for all research staff, however implementation is still variable. Support documentation for PDRs has been updated and explicitly modified to highlight the role of Principal Investigators as line managers in appraising their early career researchers. According to both CROS and Faculty surveys, there have been modest improvements in both the completion and usefulness of PDRs. For example, based on responses to CROS, reported completion of PDRs has increased from 49.4% to 53.8% (CROS 2013 vs 2015), and of those who have not had a PDR in the last 12 months, the percentage of respondents who had not had a PDR because they were not invited to do so fell from 48.6% to 39%. Based on a survey in Aug 2015 of the Faculty with the largest number of research staff, 68% researchers had a PDR in the last 12 months (79% discussed 'career planning' effectively or somewhat effectively). Moving forwards, ambitious targets are being set across all Faculties for the completion of PDRs, as part of the KCL Diversity & Inclusion agenda. Further modification of the support documentation and structure of PDRs will be piloted with a couple of Faculties, in close consultation with the ECRRC, with the aim of increasing completion and effectiveness.

3. Career development (principles 3 & 4)

The personal, professional and career development support provided by the Researcher Development Unit has been core business for some years. In addition:

- *Induction/orientation* processes are delivered at three levels – locally, Faculty-wide and centrally. CROS data (2013 vs 2015) indicates some improvements at all levels, with the percentage of respondents finding induction very useful or useful as follows: local programme, 80.8% (2013) up to 84.5% (2015), Faculty programme, 68.8% up to 69.6%, institution-wide orientation programme, 47.3% up to 53.5%. Improving central orientation is the main focus moving forwards, both regarding awareness and relevance. For example, appointment letters now signpost new staff to the central orientation sessions. Good local practice, e.g. in the provision of induction handbooks tailored to the needs of ECRs is being shared and rolled out. The RDU, working with research staff reps, has produced a research staff webpage to ensure staff are better directed to central resources, including orientation. In time, the new Centre will have its own webpages, further developing this information.
- *Mentoring* is increasingly useful for research staff at King's, 86% of 2015 CROS respondents finding it useful, up 11% from 2013. There is now a rich ecosystem of mentoring schemes across the university, invigorated by the Gender Ambitions mentoring scheme. Most Faculties offer schemes providing direct access to a mentor but there are now also schemes training mentees to reflect on their needs and then approach an appropriate mentor, who may not even be within academia. The RDU, working with Organisation Development, is conducting a mapping study to produce a series of webpages to help researchers find the mentoring scheme that best fits their needs.

4. Responsible researchers (principle 5)

- *Researcher representation* is now normative at all decision-making levels of the university – central decision-making bodies, Faculty & divisional research committees. Chairs of Faculty Research Committees continue to cascade down to departments the importance of researcher representation. The RDU is also working closely with the ECRRC to ensure that new reps are

connected up with their peers. CROS data indicates that, whilst there has been some improvement, there is still work to be done for research staff to feel that their views are represented. CROS data (2013 vs 2015) indicates that the percentage of research staff who feel their views are represented at department/division level is up from 59.7% to 67.1%, at Faculty level, up from 31.8% to 38.8%, and King's wide, up from 23.8% to 25.2%. Examples of good practice include ECRs being explicitly written into Faculty/department research strategies, postdoc societies producing quarterly reports for the Divisional Exec team, and ECRs having a standing item on Faculty research committee agendas.

- *Researcher societies* have been supported with pump-prime funding from the RDU.

5. Equality and diversity (principle 6)

- *The Athena SWAN agenda* has had a major impact at King's. The percentage of CROS respondents who have some understanding of the Athena SWAN charter has increased dramatically from 16.6% (2013) to 59.8% (2015). A wide range of highly successful initiatives have now been delivered under the SWAN banner, including, the *Meet the Professors* project to raise the profile of female senior academics, new funds for parental leave and carer's career development, as well as a new policy regarding shared parental leave & pay (March 2015), and revisions of policies pertaining to paternity/partners' leave and pay (Aug 2015) and adoption leave and pay (July 2015). Of particular note, enhanced shared parental pay is now available for both parents, where eligible, i.e. partners as well as mothers/main adopters, and additionally to both, where both parents are employees at the university.
- Synergy between the SWAN and Concordat agendas has been achieved through regular meetings between the senior professional services staff leading each agenda as well as cross-representation on the relevant steering committee. This is facilitating productive ongoing review and sharing of practice. For example, for 2015-16, there will be three cohorts of staff undertaking the Springboard Women's Development Programme, two funded by the RDU and a third through Athena SWAN.
- As a consequence of our participation in the Race Equality Charter Mark, we now have a combined set of actions covering race and gender to bolster good employment practice in a number of areas as indicated in our action plan.

6. Implementation and review (principle 7)

- *Raising awareness of researcher development and the Concordat* remains a priority. This ongoing focus, in particular, the standing items on the CRC agenda, enabled the RDU & ECRRC to make a request for extra resource in the area of career support. This resulted in significant investment to establish the Centre for Research Staff Development, which includes a tripling of the amount of Careers Consultant time dedicated to research staff. A recent Faculty survey (Aug 2015) indicated that, in that Faculty, 71% academics and 66% researchers were aware of the RDU training programme. The establishment and publicity surrounding the new research staff Centre provides a great opportunity to raise the profile of training and development opportunities even further for research staff.
- RDU staff continue to advocate for research staff by attending Faculty executive committee meetings and away days. Issues to be raised at such meetings are agreed with the ECRRC.
- King's continues to undertake the CROS/PIRLS surveys and the response rate has now increased every year since 2009. For example, there were 461 CROS responses in 2015, up from 406 in 2013.
- King's is a founder member of Researchers14, a new network of HEIs sharing practice around support for research staff.

Next steps and strategy for the next 4 years

The CIWG will now be merged with a new oversight group to guide the ongoing development of the new Centre for Research Staff Development. This Centre will drive forward initiatives in support of research staff, in terms of both policy and practice. The ECRRC, who have been central in devising a strategy for the new Centre, will continue to be represented, providing a direct link to research staff. Progress will continue to be reported to and monitored by CRC.

A new action plan has been developed for the next two years. Alongside wholly new actions, an ongoing challenge is for successes in particular areas of the university to be replicated everywhere, especially where there has been restructuring of Faculties/departments. CRC and the new oversight group will continue to monitor progress. Two key areas have been identified for focused activity, alongside other actions:

A. Employability

- Resource for the new Centre has been allocated to employing a dedicated Careers Consultant who will not only offer confidential one-to-one sessions but will help to expand the offering of careers workshops and events, working in partnership with research staff.
- A project will be initiated to collect better data regarding the destinations of research staff. This will bring together strands of work including: initial exit survey data (pilot data for 2014/15 is now available), and exploration of discussions with the alumni office about offering former staff alumni benefits to encourage ongoing engagement.
- A CV database will be piloted in one Faculty to facilitate redeployment of staff.
- A suite of case studies will be produced, describing a range of potential future careers, including in teaching and sectors outside academia.

B. Empowering research staff/postdoc networks

There are already researcher societies in many faculties/divisions. For example, one Faculty postdoc network ran eight events in the last academic year and has its own Twitter feed and mailing list, another runs a large annual 'postdoc' day. The new Centre will offer:

- Support for event design and planning, as well as links to other resources within King's.
- Seed funds to encourage activities in priority areas, e.g. alternative careers.
- Continued support for the ECRRC, as well as involving research staff in the development and setting of priorities for the new Centre to ensure it evolves to meet changing needs.

A scoping meeting (Dec 2015), involving all key stakeholders in the Centre for Research Staff Development has set additional objectives for the Centre as follows:

- Deliver a revamped & expanded programme of personal/professional development courses.
- Provide quality, timely information to research staff about opportunities within/out King's

Other priority actions include:

- Ensuring all staff at grade 7 and above receive unconscious bias training.
- Clarifying progression/promotion criteria for research staff.
- Coordinating the sharing of good practice in training for Principal Investigators/managers of research staff between different internal providers.
- Increasing the percentage of research staff having a PDR to 90%.
- Delivering a central research staff induction/orientation film.
- Producing a comprehensive set of research staff webpages for the new Centre's launch.

Success measures

Alongside timely completion of the specific deliverables detailed in the action plan, the following indicators will be used to measure success:

- Ongoing improvement of CROS/PIRLS data in 2017/19 compared to previous years.
- Results of KCL all staff survey (first being run in November 2015).
- Numbers of research staff attending courses and activities delivered by the new Centre for Research Staff Development.
- Numbers of Principal Investigators attending training courses (50% increase).
- Percentage of research staff completing PDRs (up to 90%).
- Researcher societies in all Faculties/divisions.
- Achievement of Athena SWAN awards.

Dr Nigel Eady (Head of Researcher Training and Development)
Professor Alison Metcalfe (Chair of the Concordat Implementation Working Group)
on behalf of the Concordat Implementation Working Group, January 2016

Concordat Implementation Action Plan Progress 2014-16 and Action Plan 2016-20

The King's College London Concordat Implementation Action Plan (2012-16) was reviewed by the Concordat Implementation Working Group and Early Career Researchers Representatives Committee in Autumn 2015. This document provides detailed progress on the action plan since the 2 year self-assessment report (2012-14) with indicators and measures where appropriate, for example data from CROS surveys. Where actions are not yet fully complete, they have been carried over, and in some cases revised, as part of the new 4 year action plan (2016-20), alongside a range of new actions designed to embed the Concordat Principles further.

All documents can be downloaded from the KCL website: www.kcl.ac.uk/concordat

- Original Concordat Implementation Action Plan (2012-16)
- Concordat Implementation Action Plan – 2 year Self-Assessment Report (2012-14)
- Concordat Implementation Action Plan – 4 year Self-Assessment Report (2014-16) and Action Plan (2016-20)

Glossary of abbreviations

BME	Black and Minority Ethnic	KCLSU	King's College London Students Union
CIWG	Concordat Implementation Working Group	KLI	King's Learning Institute
CRC	College Research Committee	N/A	not applicable
CROS	Careers in Research Online Survey	OD	Organisation Development (team within HR)
D&I	Diversity and Inclusion Team	PDR	Performance Development Review (King's appraisal system)
ECR	Early career researcher	PG	postgraduate
ECRRC	Early Career Researcher Representatives Committee	PGR	Postgraduate Research
FLSM	Faculty of Life Sciences and Medicine	PI	Principal Investigator
FTC	Fixed Term Contract	PIRLS	Principal Investigator and Research Leaders Survey
FTE	Full Time Equivalent	PRES	Postgraduate Research Experience Survey
HEI	Higher Education Institution	R&O	Recruitment and Operations (team within HR)
HR	Human Resources	R&P	Remuneration and Policy (team within HR)
IDA	Information and Development Analysis (team within HR)	RDU	Researcher Development Unit
IoPPN	Institute of Psychiatry, Psychology and Neuroscience	UG	undergraduate
KCL	King's College London	VP	Vice Principal

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.

Action plan 2014	Progress 2014-16
<p>Recruitment policies</p> <p>Current policy and practice is compliant with the Concordat, and should be maintained, subject to review.</p> <p>New e-recruitment system being implemented (Dec 2014) will provide data for monitoring and review at end of annual cycle.</p> <p>HR to continue monitoring all recruitment and promotion decisions re statutory duties in relation to equality and fair treatment.</p> <p>FTCs</p> <p>Both the Staff Recruitment Authorisation Form and Contract Renewal Forms have a field requiring the reason for the use of a FTC. HR to monitor reasons for use.</p>	<p>COMPLETED and ONGOING (review each Sep)</p> <p>An e-recruitment system was launched in four or five out of eight Faculties as well as some Professional Services Directorates. The system had some functionality constraints that the product's external developers could not resolve. A contingency plan was employed: HireWire, a free web-based Applicant Tracking System developed for the education sector. The university will review this application in 2016 and consider options.</p> <p>Data has been analysed, however it is incomplete due to varied levels of engagement with the e-recruitment system. A range of manual processes have been put in place to improve management information in this area. This has enabled us to obtain a much more accurate picture of our practices for the first time at end 2015, however gaps in data still remain. A full analysis and recommendations were received by the Diversity and Inclusion Steering Group (Oct 2015).</p> <p>A recruitment and selection checklist has been introduced to promote good practice as part of the process. This includes general good practice and also specific elements relating to diversity & inclusion. No appointments are progressed without evidence of a documented recruitment process.</p> <p>ONGOING (review each Sep)</p>
<p>Other policies</p> <ul style="list-style-type: none"> Flexible working – review policy, summer 2014. 	<p>COMPLETED</p> <p>Flexible working policy revised (Jun 2014). Right to request flexible working extended to all employees (subject to eligibility requirements), not just those with caring responsibilities.</p> <p>http://www.kcl.ac.uk/aboutkings/governance/diversity/parenting/flexible/index.aspx</p>

<ul style="list-style-type: none"> Equality analysis framework used to assess impacts of new/revised recruitment and promotion policies (planned for Dec 2014). 	<p>King's Financial Procedures have been updated (Dec 2014) regarding who can be a sole PI on a research grant. There is now no restriction, in principle, on staff holding FTCs being a sole PI on a grant. If the staff member's FTC does not extend beyond the duration of the grant then a second member of staff with an appointment of suitable duration will be required to act as a co-PI.</p> <p>COMPLETED (Dec 2014). An Equality Analysis of promotions has been conducted as part of our Athena SWAN activity and important changes introduced:</p> <ul style="list-style-type: none"> Transparency – documentation was reviewed to make it clearer and criteria clarified. Alternative routes – criteria for promotions through contributions to education were expanded and strengthened. Fair decision-making – Academic Staff Committee's composition was streamlined, procedural guidance provided to ensure parity between panel deliberations, and reports on applicants' suitability for promotion were standardised. Monitoring outcomes – application and success rates will be analysed annually by protected characteristic (each Jan). A statement of commitment to Equality and Diversity is now on the promotions webpages. <p>Further to this, all Faculty executive teams and central promotions panels have attended Unconscious Bias workshops.</p> <p>Good practice to nurture staff to apply for promotion has been shared via our Athena SWAN bulletin covering staff experiences of the process and top tips.</p>
<p>Training Training on recruitment and selection procedures is established. PI training is being run. [Information regarding PI training appears under Principle 2]</p>	<p>Recruitment and selection training is available through OD, but not mandatory for recruiting managers. Recruiting managers are directed to online recruitment and selection guidance, which features measures to ensure transparency and fairness, such as the use of shortlisting grids and consistent interview questioning. Managers have delegated responsibility for conducting the process transparently and, whilst a record of the panel's deliberation/decision is requested by central HR, there is currently no central check/audit. Reviews suggest that local practice varies.</p> <p>Unconscious bias workshops are widely available as of early 2015. Where faculties are engaged with Athena SWAN, uptake of unconscious bias training is increasing significantly and there is</p>

<p>Panels</p> <p>Data on the composition of shortlisting and interview panels to be collected to inform any review of policy/practice.</p>	<p>stringent attention to panel composition.</p> <p>COMPLETED</p> <p>Data on the composition of shortlisting and interview panels is collected and reported centrally to the Diversity & Inclusion Steering Group.</p>
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Action plan 2016-18

Current practice	Proposed actions	By whom	How measured	When
<p>Unconscious bias</p> <p>Variable take up of unconscious bias training amongst academic staff.</p>	<p>All staff, grade 7 and above, to attend unconscious bias training.</p> <p>Unconscious bias toolkit given out at training and available online – including evaluation mechanism to enable feedback about different levels of action to be collected.</p>	<p>Attendance/usage monitored by Diversity & Inclusion team and discussed with Faculties at bi-annual meetings.</p>	<p>50% staff 100% staff</p> <p>20 departments evaluated toolkit 40 departments 50 departments</p>	<p>Mar 2016 July 2016</p> <p>Sept 2016</p> <p>Sept 2017 April 2018</p>
<p>Recruitment panels</p> <p>Interview panels should demonstrate diverse representation and every attempt should be made to ensure diversity in gender, ethnicity and age.</p> <p>Inconsistent application of recruitment processes.</p>	<p>Review interview panel composition guidance.</p> <p>Interview panels</p> <ul style="list-style-type: none"> aim to have at least 1 woman on all panels aim to have 50% panels with a BME member <p>Recruitment and selection checklist provided and adherence</p>	<p>HR (R&P team)</p> <p>Faculty Management Committee Departmental administrators</p> <p>Departmental administrators and Diversity & Inclusion</p>	<p>Updated document on internal webpages.</p> <p>Data from HR reported to Diversity & Inclusion Strategy Group</p> <p>50% Faculties using checklist widely</p>	<p>June 2017</p> <p>Annually (Sep)</p> <p>October 2016</p>

	required for appointment of new staff.	Strategy Group		
Redeployment Various approaches used across faculties to share CVs of staff coming to the end of FTCs.	Develop searchable CV database for staff within 6 months of the end of a FTC.	Run pilot in one Division of Faculty of Life Sciences and Medicine.	Searchable database completed. At least 10 CVs uploaded.	Oct 2016 Jan 2017
	Consider developing Change Management, Restructuring and Redundancy Avoidance - Policy & Guidance	HR (R&P Team)	Drafts produced and discussed with trade unions. If agreed, policy and guidance published on internal webpages.	Jan 2017
	Review current Redeployment Policy	HR (R&P Team)	Review completed by Jan 2017. If revisions are to be implemented, new policy on internal webpages.	Dec 2017
Promotion Inconsistent approach between Faculties to progression from Grade 6 to 7.	Policy regarding Grade 6 to 7 progression revisited.	HR (R&P Team)	Updated document on internal webpages.	Jun 2017
	Faculties to run promotion briefing workshops.	Faculty Executive Committees	Workshops run	Annually (Jun)

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.

Action plan 2014	Progress 2014-16
<p>Training for Principal Investigators RDU’s PI training course designed and being delivered, covering topics including:</p> <ul style="list-style-type: none"> • FTCs • Recruitment and Selection • PDR • Pay • Grade progression • Training & development of staff <p>Content and course to be reviewed.</p>	<p>ONGOING (review each May)</p> <p>Training courses for PIs are being delivered through three main routes:</p> <ul style="list-style-type: none"> • Centrally through the RDU’s one day PI training course. • Centrally through bite-size one hour Top tips sessions, coordinated by HR/OD, covering topics such as Effective recruitment, Early conversations, Supporting individuals & Teams, Supporting staff who are parents and carers, Performance and development conversations. • Locally through courses such as the IoPPN’s Early Career Faculty Development Series/THRIVE. <p>Feedback from academic staff indicates that a more clearly coordinated training programme would be welcomed. A task & finish group will be convened to take this work forward, with representation from relevant stakeholders.</p>
<p>Personal Development Review New PDR system in place</p> <ul style="list-style-type: none"> • 2014 CIWG meeting to discuss implementation 	<p>ONGOING (review each Jan)</p> <p>PDR documentation was amended and clarified to ensure that PIs appreciated their role in conducting PDRs for their research staff. However completion of PDRs for research staff has been variable across the university.</p> <p>According to both CROS and Faculty surveys, there have been modest improvements in both the completion and usefulness of PDRs. Based on CROS responses (CROS 2013 vs 2015), reported completion of PDRs has increased from 49.4% to 53.8%, and of those who have not had a PDR in the last 12 months, the percentage of respondents who had not had a PDR because they were not invited to do so fell from 48.6% to 39%. Based on a FLSM survey in Aug 2015 (the Faculty with the largest number of research staff), 68% researchers had a PDR in the last 12 months (79% discussed ‘career planning’ effectively or somewhat effectively).</p> <p>Ambitious new targets for the completion of PDRs are therefore now being set, driven by the Race Equality Charter Mark action plan. Some additions to the documentation are also in process, with</p>

	further training for managers being devised.
Career progression Information provided to research staff through 'Things every postdoc should know' workshop, covering topics including: <ul style="list-style-type: none"> • Bridging money • Promotion/progression Training to be reviewed each academic year.	COMPLETED 'Things every postdoc needs to know' was revised for 2014/15 based on feedback, with an increased focus on HR issues, including career progression (criteria at each grade in researcher job family, procedures for promotion), policies that are often not well understood by staff on FTCs (e.g. maternity policy) and FAQs raised by postdocs. Feedback on the revised course was very positive.

Action plan 2016-18

Current practice	Proposed actions	By whom	How measured	When
Principal Investigator training courses There are two central training courses, one run by the RDU and one by HR/OD. There are also some Faculty-based courses, in particular, THRIVE in the IoPPN.	Convene a task & finish group to map out current training availability and topics covered, and ensure good practice and learning shared.	Head of Researcher Training and Development	Clear information on central webpages regarding training courses on offer. Information cascaded by Faculty Directors of Administration.	May 2016
	Increase attendance on training courses by 50% over the next two years.	Head of Researcher Training and Development	Data on attendance at training courses	Dec 2017
Performance Development Review Variable % completion of PDRs for research staff across the university.	Target of 90% of research staff having a PDR within 2 years.	Monitored by Faculty Research Committees and Diversity & Inclusion	Data from Dept administrators and/or Faculty surveys	90% by end 2017
	Require Principal Investigators to report % completion of PDRs for their staff in their PDRs	Faculty Executive Committees	Data from Dept administrators	End 2016

	<p>One Faculty to pilot modifications to PDR form to increase usage Develop guidance doc re completing PDR form for research staff, in particular, to make more explicit importance of recording/ discussing skill development</p>	<p>Faculty of Life Sciences & Medicine and/or Institute of Psychiatry, Psychology & Neuroscience Faculty Research Committee</p>	<p>Modified form agreed with relevant stakeholders New guidance doc on internal webpages</p>	<p>Jun 2016</p>
	<p>One Faculty to develop performance metrics for research staff</p>	<p>Dean of Research, Faculty of Nursing & Midwifery</p>	<p>New performance metrics document on Faculty webpage</p>	<p>Jan 2017</p>
	<p>Ensure information about PDRs for research staff on new Centre webpages.</p>	<p>Head of Researcher Training & Development</p>	<p>New webpage live</p>	<p>May 2016</p>
	<p>Additional training provision regarding 'Quality PDR conversations' as part of new Leadership and Management Programme.</p>	<p>Organisation Development</p>	<p>Data on attendance at new training courses</p>	<p>Sept 2017</p>
<p>Bridging funds Funds available in some faculties to cover gaps between research staff contracts.</p>	<p>Each Faculty to clarify policy on provision of bridging funds.</p>	<p>Faculty Research Committee</p>	<p>Information on internal Faculty webpage</p>	<p>End 2016</p>
	<p>One Faculty to pilot Independent Research Awards for postdocs without successful funding bids.</p>	<p>IoPPN Research & Innovation Committee</p>	<p>Number of awards made</p>	<p>End 2016</p>

<p>Career pathways Supplementary promotion and progression criteria for Education-led academic promotion applications are available but are expected to be relatively few in number.</p>	<p>Assess impact of Teaching Workload model in Arts & Humanities, which allows Teaching Fellows to use 15% of contracted time on scholarship/research</p> <p>Assess impact of new IoPPN honorary lecturer position recognising significant commitment to teaching</p> <p>Develop a suite of case studies of career progression, incl highlighting options around education, building on the 'Meet the Professors' project.</p>	<p>Arts & Humanities Faculty Research Committee</p> <p>IoPPN Faculty HR</p> <p>New Centre staff</p>	<p>Feedback from Teaching Fellows</p> <p>12 honorary lectureships offered – feedback from lecturers</p> <p>Set of case studies online</p>	<p>Jun 2017</p> <p>Jul 2016</p> <p>Jun 2017</p>
<p>Webpages All research staff have a webpage on the King's Research Portal (PURE)</p>	<p>Career profiles/case studies of King's research staff to be collated and promoted on new Centre webpages.</p>	<p>Head of Researcher Training & Development</p>	<p>New webpages live</p>	<p>May 2016</p>
<p>Leadership Relatively small number of places on RDU leadership training course for research staff.</p>	<p>Increase number of places offered on RDU leadership courses for research staff.</p> <p>Work with Faculties to develop local leadership training, perhaps modelled on IoPPN</p>	<p>Head of Researcher Training & Development</p> <p>New Centre staff with Faculty Research Committees</p>	<p>50% increase in places</p> <p>Run pilot programme with 2 faculties</p>	<p>Sep 2016</p> <p>End 2017</p>

	THRIVE programme.			
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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.

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

Action plan 2014	Progress 2014-16
<p>Research staff development</p> <p>The RDU provides a significant programme of personal and professional development opportunities, comprising:</p> <ul style="list-style-type: none"> • Over 250 face-to-face workshops • One-to-one personalised support with writing from two Royal Literary Fund writing fellows • 20 fully online training courses through King's Virtual Learning Environment <p>Review training at end each academic year.</p>	<p>REVIEWED and MODIFICATIONS MADE</p> <p>Every year, around May, the RDU programme of activities is reviewed and modified based on direct feedback from workshops, CROS (and PRES) data and discussion with key stakeholders. Regarding career support activities, objectives are reviewed and agreed with the Career Consultant on a similar timeframe.</p> <p>Feedback on 2014/15 Researcher Development Programme</p> <ul style="list-style-type: none"> • 92% respondents rated overall learning experience as very good or good • 93% respondents rated pre-course administration as very good or good • 90% respondents rated training as relevant to needs • 49% respondents rated improved knowledge/skills a great deal <p>2015/16 main modifications to Researcher Development Programme</p> <ul style="list-style-type: none"> • Workshops listed under 9 themes to aid identification of areas of interest: Academic Progression, Careers & Employability, Communication & Impact, Doctoral Essentials, IT Essentials, Personal effectiveness, Statistics & Data Management, Writing & Publishing. Academic Progression theme is for research staff only and includes 'How to become a PI' and 'Things every postdoc needs to know' • 4 key topics, under which need activities have and will be added throughout the year: Careers & Employability, Public Engagement, Resilience & Wellbeing, Teaching. • Additional funding opportunities are being provided, including: Researcher Society funding, Public engagement small grants. <p>Some faculties offer training and development budgets to research staff, in line with offer to academic staff.</p> <p>CROS data (2015 v 2013):</p> <ul style="list-style-type: none"> • Increasing % respondents agree they are encouraged to engage in personal and career

<p>Career support</p> <p>The RDU also provides career support, mainly delivered by a dedicated 0.5FTE Careers Consultant for researchers. The Consultant offers:</p> <ul style="list-style-type: none"> • One-to-one personalised advice sessions • A series of Career spotlight events, focusing on particular career sectors • Frequent advice and information regarding internal/external activities through posts on the Graduate School blog <p>Review careers provision at end each academic year.</p> <p>Vitae RDF planner trial option taken up.</p>	<p>development, up to 72.6% from 68.3%</p> <ul style="list-style-type: none"> • Increasing % respondents are spending up to 5 days on training and CPD, up to 58.7% from 57.0% • Increasing % respondents are spending more than 5 days on training and CPD, up to 23.5% from 21.2% <p>An initial discussion at CRC in April 2015 regarding support for career planning/development, based on concerns expressed by the ECRRC/Faculty reps to the CIWG, led to additional resource being secured to establish a Centre for Research Staff Development. So far:</p> <ul style="list-style-type: none"> • Resource has been used to appoint an additional 2.6FTE staff and 0.8FTE dedicated Careers Consultant, all in post by Spring 2015. • Faculty/Divisional reps have been consulted regarding the name of the new Centre (Oct 2015). • A scoping meeting was held with key stakeholders to set initial objectives (Dec 2015). <p>The RDF Planner was trialled with an action learning set but engagement was very low and a full subscription was not subsequently purchased.</p>
<p>Induction/orientation</p> <p>Induction/orientation processes are delivered at three levels – centrally, Faculty-wide and locally.</p> <p>Actions and review measures to be discussed by CIWG in 2014.</p>	<p>CROS data (2013 vs 2015) indicates some improvements in orientation/induction at all levels, with the percentage of respondents finding induction very useful or useful as follows: local programme, 80.8% (2013) up to 84.5% (2015), Faculty programme, 68.8% up to 69.6%, institution-wide orientation programme, 47.3% up to 53.5%.</p> <p>COMPLETED</p> <p>CIWG identified the following actions:</p> <ul style="list-style-type: none"> • Raise awareness and relevance of central orientation to research staff. Appointment letters now signpost new staff to the central orientation sessions. • Share good local practice, e.g. in the provision of induction handbooks tailored to the needs of ECRs. • RDU, working with research staff reps, to produce a series of research staff webpages to ensure staff are better directed to central resources, including orientation. These will be reviewed and revised for the website of the new Centre.

<p>Mentoring There are a range of mentoring schemes across the university, mostly Faculty-based.</p> <p>RDU is running a mentoring programme for early career researchers in 2014.</p> <p>All practice to be reviewed in June 2014.</p> <p>Two mentoring schemes have emerged from Diversity & Inclusion work: the B-MEntor and Gender Ambitions mentoring schemes. Both to be reviewed regularly.</p>	<p>CROS data indicates that mentoring is increasingly useful for research staff at King's, 86% of 2015 CROS respondents finding it useful, up 11% from 2013.</p> <p>COMPLETED The RDU piloted a mentoring scheme which trained early career researchers to identify their needs and desires in a potential mentor, and then support one another in action learning sets to approach a potential mentor.</p> <p>ONGOING (review Feb 2016) Given the diversity of mentoring schemes currently operating within King's, the RDU, working with Organisation Development, is conducting a mapping study to produce a series of webpages to help researchers find the mentoring scheme that best suits their needs.</p> <p>ONGOING (review each Sep) The current versions of the Gender Ambitions and B-MEntor (cross institutional) mentoring schemes are open to research staff. Gender Ambitions currently has 53 mentees and 45 mentors, B-MEntor has 10 mentees and 16 mentors from King's.</p>
<p>Teaching KLI offers:</p> <ul style="list-style-type: none"> • Postgraduate Certificate in Academic Practice in Higher Education • Range of teaching courses for researchers teaching/demonstrating <p>Review at end of each academic year.</p> <p>Train the Trainers The RDU has provided a group of research staff with teaching skills such that they can deliver training workshops for PGR students/research staff. Review at end of each academic year.</p>	<p>COMPLETED KLI reviews its provision each year. For example, the offering of the one-day Preparing to Teach course has been significantly increased over the last couple of years to respond to demand for the course.</p> <p>COMPLETED There are still sufficient trainers available for the 2015/16 academic programme, but additional trainers may be needed for 2016/17.</p>

<p>Sharing best practice Some Faculties have opportunities for research staff to take on additional responsibilities and develop skills. RDU to compile 'best practice' examples to enable Faculties to learn from each other and share through CIWG.</p>	<p>COMPLETED and ONGOING (review each Jan) Each termly CIWG meeting contains an agenda item for Faculty reps to share practice, e.g. some Faculties offer limited funds for CPD for research staff. Two Faculties also offer seedcorn funding to enable ECRs to collect pilot data prior to applying for larger grants or fellowships.</p>
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Action plan 2016-18

Current practice	Proposed actions	By whom	How measured	When
<p>Research staff development Researcher development unit delivers extensive programme of activities for research staff and postgraduate research students. This includes</p> <ul style="list-style-type: none"> • Over 250 workshops/year across 9 themes. • One-to-one sessions with a 0.5 FTE Careers Consultant (see below) and 2 professional writers. • 20 online courses and webinars. 	<p>New research staff Centre to develop and expand activities in priority areas identified by scoping group (Dec 2015), ECRRC and CROS 2015, e.g.</p> <ul style="list-style-type: none"> • grant-writing • publishing • networking & collaborations • being strategic • leadership & management • teaching (see below) • communication • careers (see below) 	<p>New Centre staff, working with Centre oversight group and ECRRC</p> <p>Possible activities for new Centre to work with Faculties (to be discussed & agreed):</p> <ul style="list-style-type: none"> • Mock interview panels for fellowships/grants • Writing weeks • Training course re managing/supervising UG/PG students 	<p>Personal and professional development opportunities:</p> <ul style="list-style-type: none"> • designed and planned • piloted • new programme brochure produced • new programme delivered 	<p>Spring 2016 Jul 2016 Sep 2016 Sep 2017</p>
<p>Career support 0.5 FTE Careers Consultant offers one-to-one sessions with research staff and PGRs.</p>	<p>0.8 FTE Careers Consultant being appointed, dedicated to research staff. Benchmark and build on</p>	<p>Head of Researcher Training & Development New appointed Careers Consultant</p>	<p>Information on new Centre webpages</p>	<p>Jun 2016</p>

<p>Uptake from PGRs is significantly greater than that from research staff, approx. 3:1.</p> <p>Workshops under Careers & Employability theme – for both academic and non-academic career paths.</p> <p>Series of Career Spotlight events, e.g. science publishing, media, management consultancy</p> <p>Careers blog highlighting events and opportunities</p>	<p>current provision, with additional priorities to include:</p> <ul style="list-style-type: none"> • work with research staff in faculties to deliver tailored careers events • develop links with employers incl through King's Cultural, Policy & Commercialisation Institutes • develop industry careers theme 		<p>5 events in first year 10 events in second year</p> <p>3 employer events</p> <p>1 industry event</p>	<p>Dec 2016 Dec 2017</p> <p>Dec 2016</p> <p>Dec 2016</p>
<p>Webpages Central research staff webpages hosted by RDU, linked from other key sections of website, as identified by ECRRC.</p> <p>Some Faculties have research staff webpages.</p>	<p>Completely redesign research staff webpages for launch of new Centre. Build content alongside enhanced programme of activity.</p> <p>All Faculties to produce webpages detailing local training/events for research staff, and linking to central offer</p>	<p>New Centre staff</p> <p>Faculty Research Committees</p>	<p>New webpages for launch of new Centre Monthly web content review</p> <p>8 Faculty research staff webpages</p>	<p>May 2016</p> <p>Each month to end 2017</p> <p>May 2016</p>
<p>Induction/orientation Induction delivered at three levels – department, Faculty and central orientation.</p>	<p>Produce research staff induction film</p> <p>Opportunities provided for Executive Dean to</p>	<p>New Centre, working with ECRRC</p> <p>Faculty Research Committee</p>	<p>Film online</p> <p>Exec Dean attending Faculty induction events</p>	<p>Sep 2016</p> <p>Annual review</p>

Central course includes other staff members and is not sufficiently tailored to requirements of research staff	meet all new research staff Collate learning re Faculty induction, for example, staff handbooks	New Centre, working with Faculty Research Committees	Exemplar Faculty handbook produced and shared	Jan 2017
Mentoring Range of differing mentoring models being applied, e.g. appointed mentors, voluntary schemes and training to support finding your own mentor.	Complete mapping study of current opportunities.	Head of Researcher Training & Development/ Director of OD	Series of webpages	Feb 2016
	Each Faculty to outline local mentoring provision on Faculty research staff webpage.	Faculty research support teams	Updated Faculty webpages	May 2016
Teaching Many research staff are involved in teaching. Training is provided through King's Learning Institute 'Preparing to teach' one-day course. Some places are available on the Postgraduate Certificate in Academic Practice in Higher Education, based on no. hours teaching/year.	New Centre to clearly profile training opportunities regarding teaching.	New Centre staff	New webpages	May 2016
	Faculties to outline clearly <ul style="list-style-type: none"> local teaching opportunities, including use of teaching databases to find qualified staff. training opportunities 	Faculty Research Committee	New Faculty webpage Training uptake in Faculty staff survey (where undertaken)	May 2016 End 2017
Destinations of former research staff HR exit survey launched in May 2014.	Analyse current exit survey data to assess utility of data regarding research staff.	New Centre staff and HR (IDA team)	Data analysed Year on year increase in completion, up from 7%	July 2016/17/18

<p>Currently there is little information regarding the destinations of former research staff.</p>	<p>Explore potential for offering research staff alumni benefits, in order to retain better links with former staff, who could act as mentors, links to employers and provide destination data to inform careers activities.</p>	<p>New Centre staff and Alumni office</p>	<p>Decision re alumni benefits</p>	<p>Apr 2016</p>
<p>Funding Some faculties offer training and development budgets to research staff, in line with offer to academic staff.</p>	<p>Faculties to conduct analysis of usage of annual training & development budget by research staff.</p> <p>Funding opportunities to be clearly outlined on Faculty research staff webpage</p>	<p>Faculty research support teams</p> <p>Faculty Research Committees</p>	<p>Report to Faculty Research Committee</p> <p>Webpages updated</p>	<p>Jun 2016</p> <p>May 2016</p>
<p>International strategy King's has a new International Strategy, which includes the ambition that all King's staff/students have at least one international experience during their time at King's.</p>	<p>New Centre to profile international opportunities, e.g. King's Worldwide Partnership Fund is open to research staff.</p>	<p>New Centre staff working with International Project Manager</p>	<p>Menu of international opportunities on new Centre webpages</p>	<p>Jun 2016</p>

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.

Action plan 2014	Progress 2014-16
<p>Knowledge transfer Training opportunities for research staff available and to be reviewed annually.</p>	<p>COMPLETED RDU is working with colleagues from across King's, including The Policy Institute at King's, The Cultural Institute at King's/Science Gallery London and the King's Commercialisation Institute to deliver additional workshops under a new 'Communication and Impact' workshop theme, including:</p> <ul style="list-style-type: none"> • Communicating with Policymakers • Five themed 'Public engagement' workshops
<p>Ethics and integrity in research Training opportunities for research staff available and to be reviewed annually.</p>	<p>COMPLETED Current training workshops:</p> <ul style="list-style-type: none"> • Managing your research data • Responsible Conduct in Research: Research Ethics, Governance and Integrity <p>CROS data indicates that 29.4% King's research staff have undertaken training or other CPD in ethical research conduct (RG average 28.7%, UK average 30.0%).</p>
<p>Research staff representatives Research staff representatives have been appointed to:</p> <ul style="list-style-type: none"> • Central committees: CRC, CIWG • Faculty research committees in most of the eight faculties • Some Divisional/Departmental research committees <p>Progress to be reviewed in June 2014.</p>	<p>NEARLY COMPLETED As well as the relevant central committees, research staff are now represented on all Faculty and the majority of divisional committees. Many departmental committees also have research staff reps. The restructuring of the two Faculties containing the largest number of research staff slowed the appointment of research staff reps to some committees, whilst the committee structure was reviewed. An Early Career Researcher Representatives Committee has been established, bringing together representatives from the central King's committees and Faculties, to enable research staff views to be discussed and shared more easily between Faculties and then fed into the central King's governance structures. There is still work to be done for research staff to feel their views are represented. CROS data</p>

	(2013 vs 2015) shows that, whilst there has been some improvement, the percentage of research staff who feel their views are represented at department/division level is up from 59.7% to 67.1%, at Faculty level, up from 31.8% to 38.8%, and King's wide, up from 23.8% to 25.2%.
<p>Researcher societies A few informal networks of research staff in some of the larger departments. No actions defined.</p>	<p>There are now a significant number of active research staff societies/networks:</p> <ul style="list-style-type: none"> • Psychiatry, Psychology & Neuroscience – Postdoc Network ran 8 events in last year, on topics including teaching opportunities, grant writing, fellowships, alternative careers and parenting & academia. http://www.kcl.ac.uk/ioppn/research/postdocs/index.aspx • Life Sciences & Medicine – research staff network launched in Sept 2015, with Faculty webpage. 10 out of 15 Divisions in the Faculty have postdoc societies/forums, running activities including away days and career development seminar series. The forum in Division of Cancer Studies was established in Sept 2014. Postdocs in the Division of Palliative Care produce a quarterly report for their Divisional Executive Team. http://www.kcl.ac.uk/lsm/research/divisions/imaging/ecr/Early-Career-Researchers-Committee.aspx • Natural & Mathematical Sciences - Postdoc forum is funded by the Faculty and brings issues to the Faculty Research Committee. • Dental Institute – Postdoc Research Associate committee organises meetings (e.g. science and career day), holds an emails list and has its own webpage. • Nursing & Midwifery – Research in Action Group runs bi-monthly meetings funded by the Faculty.

Action plan 2016-18

Current practice	Proposed actions	By whom	How measured	When
<p>Research staff representatives Reps on all relevant central committees. Reps in nearly all Faculties. Reps in many</p>	<p>Support appointment of reps in remaining Faculties/Departments. Highlight importance of succession planning to ensure consistency of</p>	<p>New Centre and ECRRC New Centre and ECRRC</p>	<p>Complete coverage by reps Agenda/minutes of ECRRC</p>	<p>Sep 2016 Jun 2016</p>

departments. Central committee (ECRRC) for central/Faculty reps.	representation. All faculties to have research staff standing item on research committee agenda.	Faculty Research Committees	Agendas of Faculty Research Committees	Feb 2016
Researcher societies Societies for research staff in most Faculties/departments. Some much more active than others.	Seed funds provided for researcher societies	RDU/new centre	At least 4 grants awarded.	End 2016
	Funds provided for at least one Faculty society event per year	Faculty Executive/Research Committees	Agendas and feedback from events	Sep 2016
	Executive Deans to attend at least one Faculty research staff society event per year	Faculty Executive Deans	Event agendas	Jan 2017
	New Centre to support societies to run events and enable sharing of good practice	New Centre	At least one event run by each Faculty researcher society/year	Reviewed July each year

Section E. Diversity and Equality

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

Action plan 2014	Progress 2014-16
<p>Diversity & Inclusion awards Athena SWAN Bronze Action Plan is under regular review (renewed in Sep 2013 for 3 years).</p> <ul style="list-style-type: none"> Includes actions to improve support for staff with families/caring responsibilities. 	<p>ONGOING (review every 2 months) The Athena SWAN Steering Group, chaired by the VP (Arts & Sciences), meets every 2 months and reports directly to the Senior Executive Team. http://www.kcl.ac.uk/aboutkings/governance/diversity/athena/index.aspx To ensure effective alignment of the Athena SWAN and Concordat agendas, key senior Professional Services staff with responsibility for the delivery of each agenda sit on the relevant central committee of the other agenda. For example, the Athena SWAN project manager sits on the CIWG and the Head of the RDU sits on the Athena SWAN Steering Group. As King's gears up for its institutional Athena SWAN Silver submission later this year, this group is being reconfigured and will now be co-chaired by the Principal and a member of Council – and will place increasing emphasis in ensuring that Silver-level good practice in place in Silver awarding winning Faculties, is rolled out across the institution – including support for ECRs.</p> <p>A wide range of initiatives have been delivered, including the <i>Meet the Professors</i> project, which marks progress towards a better gender balance at King's College London: http://www.kcl.ac.uk/aboutkings/governance/diversity/meettheprofessors/index.aspx</p> <p>COMPLETED Enhanced support is now available (published online, Spring 2015): http://www.kcl.ac.uk/aboutkings/governance/diversity/parenting/index.aspx</p> <p>New funds</p> <ul style="list-style-type: none"> Parental leave fund – for academic/research staff returning to work after maternity/paternity/adoption leave. Initially up to £20k to support work over 12 month period, but reduced to £10k due to demand. Evaluation of 2013/14 scheme – all participants reported positive impact on ability to transition back into research and/or complete research. On average 25% of awards are made to ECRs each year. Carer's career development fund – financial support to help with caring costs for academic/research staff attending networking/career development events. Six-month review

indicates scheme is having a positive impact on the ability of staff to attend events. 25% of all awards made to date have been to ECRs.

- Enhanced shared parental pay is available for both parents – for partners as well as mothers/main adopters, and additionally to both, where both parents are employees at the university.

New/revised policies

<http://www.kcl.ac.uk/aboutkings/governance/diversity/parenting/policies.aspx>

- Shared parental leave and pay (Mar 2015)
- Paternity/partners' leave and pay (revised Aug 2015) – increased occupational paternity/partner's pay element to two weeks at normal weekly rate of pay
- Adoption leave and pay (revised Jul 2015) – in particular, adoption leave is now a day one right

Over the last two years King's Athena SWAN Programme has continued to extend its impact:

- Implementation of the institutional Bronze Action Plan is part of the drive towards an institutional Silver Award by Nov 2016.
- All Faculties and all Divisions of the Faculty of Life Sciences and Medicine were working towards achieving Silver Awards by Nov 2015. So far, there are three Silver and one Bronze Faculty Awards, and three Silver and nine Bronze Divisional Awards- including one Bronze award for a Social Science department (that piloted Athena SWAN in non-STEMM disciplines).
- In 2014, all Athena SWAN initiatives and good practice originally instigated and offered to women academics and researchers in STEMM disciplines were extended to Arts and Sciences. In 2015, this continues with the roll-out of many schemes and initiatives to women in Professional Services – to support the official expansion of the Athena SWAN Charter to women Professional Services and researchers and academics in Arts, Social Sciences, Business and Law.

Responses from CROS 2015 compared to CROS 2013 show some favourable trends:

- % respondents indicating some 'Knowledge and understanding of Athena SWAN Charter for Women in Science' has increased from 16.6% to 59.8% (compared to a UK average of 47.8%)
- % respondents agreeing that 'KCL treats you equally re requests for flexible working' has increased from 82.8% to 87.5%
- % respondents 'Undertaken training and other CPD in equality & diversity' has increased from 16.8% to 22.9%

	<p>Race Equality</p> <p>King's signed up to participate in the trial of the Equality Challenge Unit, Race Equality Charter Mark (REM), in Sep 2014. This is a national framework which aims to improve the representation, progression and success of BME staff and students in higher education. As a consequence we undertook an intensive and wide-reaching programme of work to identify priorities and develop a 3-year action plan to address these. Out of a total of 30 institutions who began the trial, 21 completed it and King's was one of only 8 which received the Bronze Award.</p> <p>Core initiatives in the action plan include: the B-MEntor mentoring scheme, the BME Staff Network & Steering Group, a Black History Month events programme and the BME Student Success Project.</p>
<p>Equality & diversity policies</p> <ul style="list-style-type: none"> • Race Equality Policy & Action Plan published April 2010, then superceded by the Equality Objectives Action Plan 2012-16. Diversity and Inclusion Steering Group to review Equality Objectives. • Grievance procedures for academic staff were updated in Nov 2013. Working group has been established to draft a grievance procedure for non-academic staff. • Dignity at work policy to be revised. • The Trans policy & procedure requires review. • Improve information and support to disabled staff. 	<p>There are seven key equality objectives as a focus for work until April 2016. These objectives are reviewed in the light of each Annual Report and revised as appropriate with more detailed actions identified to support each overall goal. Progress against the objectives is monitored by the Diversity and Inclusion Steering Group and reported on a termly basis to the Senior Leadership Team: http://www.kcl.ac.uk/aboutkings/governance/diversity/EqualityObjectives.aspx</p> <p>Updated procedure established for Research, Teaching-only and Professional Services Staff (Nov 2015).</p> <p><i>It Stops Here</i> (Sept 2015) http://blogs.kcl.ac.uk/itstopshere is a collaborative campaign by KCL and KCLSU to challenge sexual harassment and build an environment where everyone feels welcome, supported and safe regardless of who they are. Over 1000 staff and students have signed the pledge so far.</p> <p>Dignity at work statement of commitment revised (Apr 2015). Next review Sep 2016.</p> <p>Support for disabled staff is available: http://www.kcl.ac.uk/campuslife/services/disability/service/staff/index.aspx</p> <p>KCL equalities policies and statements are available: http://www.kcl.ac.uk/aboutkings/governance/diversity/policies.aspx</p>

<p>Development programmes</p> <ul style="list-style-type: none"> Continue offering programmes incorporating action learning for women researchers, e.g. Springboard. Next annual review, June 2014. 	<p>COMPLETED and ONGOING (review each May)</p> <p>Each academic year, 30 places have been offered on a Springboard programme coordinated by the RDU. Due to the success of the programme run by the RDU for research staff and students, in 2014/15, the D&I team began rolling out programmes to academic and professional services staff. For 2015/16, there will be a total of 120 places (2 RDU cohorts and 2 D&I cohorts).</p> <p>King's also sponsors women to attend Aurora, a Leadership programme for women, run by the Leadership Foundation. In 2013-14, King's sponsored 7 women to participate, in 2014-15, 14 women and in 2015-16, 30 women are being sponsored. In 2015-16, King's extended places on Aurora to ECRs.</p>
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Action plan 2016-18

Current practice	Proposed actions	By whom	How measured	When
<p>Diversity & Inclusion awards</p> <p>Athena SWAN</p> <ul style="list-style-type: none"> University Bronze Award 3 Faculty Silver 1 Faculty Bronze 3 Divisional Silver 9 Divisional Bronze 	<p>All Faculty of Life Sciences & Medicine Divisions apply for Silver Award (or Bronze if no current award)</p>	<p>Overseen by Faculty Equality & Diversity Officer</p>	<p>Proposals submitted</p>	<p>Apr 2016</p>
<p>Race Equality Charter Mark Institutional Bronze Award</p>	<p>Implement 3-year action plan</p>	<p>Overseen by University Diversity & Inclusion Steering Group</p>	<p>Measures under relevant Concordat Principle in this action plan</p>	
<p>Juno Practitioner Status (Department of Physics)</p>	<p>Achieve Athena SWAN Silver Award</p>	<p>Overseen by Faculty of Natural & Mathematical Sciences, Faculty Equality & Diversity Committee</p>	<p>Silver Award conferred</p>	<p>Nov 2017</p>

<p>Policies</p> <p>Parental leave policy</p> <p>Shared parental leave and pay policy</p> <p>Surrogacy leave and pay policy</p> <p>Occupational maternity leave scheme</p> <p>Keeping in Touch (KiT) days and Shared Parental Leave in Touch (SPLiT) days</p>	<p>Review policy</p> <p>Develop case studies</p> <p>Redraft</p> <p>Review</p> <p>Clarify details</p>	<p>HR</p> <p>HR</p> <p>HR</p> <p>HR</p> <p>HR</p>	<p>Revised policy</p> <p>New webpage content</p> <p>Revised policy</p> <p>Revised policy</p> <p>Revised policy</p>	<p>Mar 2016</p> <p>Aug 2017</p> <p>Dec 2016</p> <p>Aug 2017</p> <p>Aug 2017</p>
<p>Inclusive culture</p> <p>Growing networks and activities around Diversity & Inclusion</p>	<p>Hold an annual forum during Black History Month to share & celebrate best practice in integrating race [and gender] equality into everyday working culture.</p> <p>Review BME Staff Network & find ways to continue to promote & support it to expand its membership & visibility & take on its own projects</p> <p>Create visual displays that communicate the broad diversity of</p>	<p>D&I</p>	<p>Annual event with 60 attendees</p> <p>Network of 100 people Steering Group of 30 people</p> <p>6 displays across all campuses 10 more displays</p>	<p>Annually (May)</p> <p>Jun 2016</p> <p>May 2016</p> <p>Mar 2017</p>

	colleagues, encourage debate & challenge			
Mentoring B-MEntor cross institution mentoring scheme for BME staff	Evaluate and increase participation in the B-MEntor scheme	D&I	Complete evaluation 10 mentees and 10 mentors	Mar 2016 Jun 2016
Development programmes Offer access to Springboard and Aurora programmes (women only)	Increase number of places on Springboard development programme Sponsor more women to participate in Aurora programme.	RDU/D&I D&I	Increase number of places/year to 120 (from 60 in 2014/15) Complete evaluation of programme Sponsor 30 women in 2015/16 (14 in 2014/15)	Jul 2016 May 2016 July 2016

Section F. Implementation and Review

Principle 7: The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.

Progress 2014-16

Our original action plan did not detail any actions specifically under this Principle, though a number were implicit under other Principles.

- CRC, which meets four times/year, maintains standing items on the Concordat and Researcher Development. ECRRRC and CIWG meetings are timetabled to occur prior to the CRC meetings, such that issues of concern raised by the research staff reps can be fed into discussions about the Concordat action plan and, via the CIWG Chair and RDU staff, brought to the attention of CRC at their meetings.
- RDU staff regularly advocate for research staff through direct engagement with the Senior Leadership Teams of the eight Faculties. For example, RDU staff recently presented at the Health Faculties Executive Committee (Jan 2015) and Health Faculties Away Day (Apr 2015).
- The numbers of responses to the CROS and PIRLS surveys continues to rise, with the information being used, for example, to influence the programming of the Researcher Development Unit's programme of personal and professional development workshops.

	2009	2011	2013	2015
CROS	109	196	406	461
PIRLS		77	114	189

- RDU staff continue to play an active role in UK initiatives designed to encourage the sharing of best practice in support of research staff. King's hosted the London Hub for UK GRAD and then Vitae from 2005-2015 and has paid upfront for Vitae membership through to 2018. King's is also a founder member of the Researchers14 network – a group of research staff development practitioners from 14 universities representing over 25,000 research staff. The members of Researchers14 meet three times a year to share organisational learning about research staff experience and develop policies that support research staff.

Action plan 2016-18

Current practice	Proposed actions	By whom	How measured	When
<p>Data collection</p> <p>The first King's all staff survey was run in late 2015.</p> <p>CROS/PIRLS have been run every 2 years since 2009 (CROS) and 2011</p>	<p>Explore opportunity to use all staff survey to capture issues of concern to research staff, in particular, in years when CROS/PIRLS are not running.</p>	<p>Head of Researcher Training & Development and Internal Communications</p>	<p>Data on research staff reported to new Centre</p>	<p>Annually (Dec)</p>

<p>(PIRLS).</p> <p>Some Faculties/Departments run local surveys, in particular, for Athena SWAN applications.</p>	<p>Summaries of relevant Faculty/Department survey data shared with new Centre</p>	<p>Faculty Research Committees</p>	<p>Reports received by Head of Researcher Training & Development >65% response rate</p>	
<p>Oversight College Research Committee maintains oversight of Concordat activities through two standing items, one on the Concordat and another on Researcher Development.</p>	<p>With established of the new Centre, a new academic Champion will be appointed to Chair the Centre's oversight committee, which will replace the CIWG.</p>	<p>Head of Researcher Training & Development and VP (Research & Innovation)</p>	<p>New Champion appointed</p>	<p>Apr 2016</p>