**King’s College London**

Emails sent twice yearly up to May 2019 with average 50% open rate.

**Research staff**
- 1,800 of which all are included in the Concordat at KCL

**Postgraduate researchers**
- 2,400 of which none are included in the Concordat at KCL unless they are staff who are registered for a Doctorate

**Research and teaching staff**
- 1,800 of which a portion will be included in the Concordat if they are at an early stage of their career but not if they are academic staff

**Teaching staff**
- 600 of which a portion will be included in the Concordat at KCL if they are at an early stage of their career but not if they are academic staff

**Technicians**
- 400 of which all are included in the Concordat at KCL

**Citizens**
- unknown of which none are included in the Concordat at KCL

**Professional support staff**
- 2,000 of which none are included in the Concordat at KCL

**Other please provide numbers and details**
- N/A

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### Environment and Culture

**Institutions must:**

<table>
<thead>
<tr>
<th>Action</th>
<th>Success measure (SMART)</th>
<th>Deadline</th>
<th>Responsibility</th>
<th>Progress update (to be completed for submission)</th>
<th>Outcome/ result</th>
</tr>
</thead>
<tbody>
<tr>
<td>EC1.1</td>
<td>Ensure that all relevant staff are aware of the Concordat</td>
<td>Mailing list created</td>
<td>Monthly</td>
<td>LRSD emails sent twice yearly up to May 2019 with average 50% open rate. Future event planned to launch Concordat when first action plan agreed</td>
<td>Mailings valued by recipients as evidenced by responses</td>
</tr>
<tr>
<td>EC2.1</td>
<td>Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well communicated to researchers and their managers</td>
<td>Race Equality Charter Mark: Implement 3-year action plan and apply for renewal</td>
<td>February 2019</td>
<td>EDI Renewal unsuccessful. Resubmission deadline postponed in response to COVID-19 pandemic, now July 2020</td>
<td>Resubmission of Race Equality Charter Mark renewal in July</td>
</tr>
<tr>
<td>EC2.2</td>
<td>Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well communicated to researchers and their managers</td>
<td>FoLSM Silver Athena SWAN application to be submitted</td>
<td>April 2018</td>
<td>FoLSM Application successfully submitted</td>
<td>FoLSM awarded Silver in 2018</td>
</tr>
<tr>
<td>EC2.3</td>
<td>Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well communicated to researchers and their managers</td>
<td>Department of Physics to submit application for Juno Champion Status (already hold practitioner status) and Athena SWAN Silver status</td>
<td>Submitted Nov 2017, awaiting outcome</td>
<td>MMS Applications reviewed and notification of outcomes received</td>
<td>Juno Champion Status awarded January 2019 Athena SWAN Silver awarded October 2019</td>
</tr>
<tr>
<td>EC2.4</td>
<td>Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well communicated to researchers and their managers</td>
<td>Black History Month. In collaboration with KCL Students Union, KCL will coordinate institution-wide activity to celebrate Black History Month and to share &amp; celebrate best practice in integrating race (and gender) equality into everyday working culture, resulting in King’s staff feeling able to talk about issues pertaining to race or ethnicity and feeling comfortable talking about their race or ethnicity</td>
<td>Yearly in October</td>
<td>EDI KCL has continued to hold successful Black History Month events, in partnership with Staff Networks, Student Societies and faculties and directorates. Data on attendance is currently unavailable. In addition, REC work widely consulted and engaged through Round Tables on race. Black History Month communications have focused on community building and interactivity.</td>
<td>KCL held a Professional Services Executive round table (48 invited) on race, and directorates, departments and faculties are holding their own local events. Race issues to be built into the new Research Strategy</td>
</tr>
<tr>
<td>EC2.5</td>
<td>Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well communicated to researchers and their managers</td>
<td>As part of Black History Month BAME staff portraits will be displayed near the events on digital screens for the duration of the month. Minimum of 10 portraits displayed</td>
<td>Portraits displayed</td>
<td>Yearly in October</td>
<td>EDI We have not pursued static displays for Black History Month. We have a number of Open Door displays which depict BAME staff and students around campus. Static displays date quickly and are expensive to replace. We will be designing a new approach to visible diversity with Comms in 2020/21 academic year, embracing all forms of diversity through our artwork in key meeting rooms. A mature, empowered staff network will be more impactful for race equality than imagery alone – and images can quickly go out of date or become less relevant.</td>
</tr>
<tr>
<td>EC2.6</td>
<td>Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well communicated to researchers and their managers</td>
<td>Resource and support a BME Staff Network (and other identity-based networks for staff)</td>
<td>Central funded BME and other networks in place</td>
<td>June 2019 December 2019</td>
<td>EDI Race Equality Network has two influential sponsors, two active co-chairs and has developed Terms of Reference. Race Equality Network have been co-signers in the influential Senior Management Team Race Summit, and created a number of events for KCL’s community, including for Black History Month, Holocaust Memorial Day and in the wake of the murder of George Floyd. Their activities are listed here <a href="https://www.kcl.ac.uk/hr/diversity/get-involved/networks/race-equality-network">https://www.kcl.ac.uk/hr/diversity/get-involved/networks/race-equality-network</a>.</td>
</tr>
<tr>
<td>EC2.7</td>
<td>Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well communicated to researchers and their managers</td>
<td>Develop and recruit new post to support and facilitate staff networks (BAME, Disabled, LGBT+, Parents &amp; Carers, Women)</td>
<td>Post filled</td>
<td>February 2018</td>
<td>EDI Carers &amp; Networks Project Officer role recruited and deployed.</td>
</tr>
</tbody>
</table>
**HREiR Action plan template January 2018 to July 2020**

| EC2.8 | Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers | Diversity Matters run monthly and made available to all staff at KCL. Action to fill 90% of places offered | Data from attendance records at Diversity Matters courses | Monthly | EC2.8 with discussion at faculties bi-annual meetings. | Diversity Matters training open to all staff, Diversity Matters for Managers training open to those with managerial responsibility. | 860 participants attended training between January 2018 and April 2019. The courses are currently being reviewed to ensure they continue to be fit for purpose |
| EC2.9 | Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers | Devise a more efficient reporting procedure via new HR database and D&I data dashboard to record, e.g. make up of recruitment panels | Improvement in reporting following adoption of new HR database. At least 50% of interview panels reported accurately. Faculty and HR records, including new HR system | New database by end 2019 | HR | D&I requirements fed into the Digital HR platform function and capabilities and into reporting requirements. Database more complex than expected so being brought online in stages. Recruitment & Selection review scheduled as a key HR focus in coming year. | Data awaited following installation of this function. |
| EC2.10 | Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers | Shared parental leave and pay policy - develop new case studies Surrogacy leave and pay policy - redraft Occupational maternity leave scheme. Keeping in Touch (KIT) days and Shared Parental Leave in Touch (SPLIT) days - review and clarify details | New webpage content Revised policy Revised policy | August 2018 | HR | All policies up-to-date and linked from CRSD website https://internal.kcl.ac.uk/crzd/Policies-for-You Relevant policies readily available for research staff to access |
| EC3.1 | Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support | Diversity Matters: see EC2.8 above | | | | | |
| EC4.1 | Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health | Training for Principal Investigators/Managers of research staff, Attendance currently low. Continue to map out current training availability and topics covered, and ensure good practice and learning shared | Mapping exercises completed | Annually, by April | CRSD | No progress made on this project due to time constraints. | Project pushed to future action plan |
| EC4.2 | Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health | Clear information for PIs posted on central webpages regarding training courses covering wellbeing and mental health on offer, hosted by OD | Information posted on website Information cascaded by Faculty Directors of Administration | Annually, by May | CRSD and OD | Training and development opportunities for managers available at https://internal.kcl.ac.uk/hr/od/index | Since 2019 there have been 5375 pages views on the Organisation Development webpages. Specifically on our Learning and Development there have been 4154 views. |
| EC4.3 | Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health | Continue to run CRUS unless a better substitute is found. Increase response rate from 24% to 35%. Analyse findings of CRUS and devise consequent actions to roll out across university | Survey completed and analysed, new actions agreed | Completion March 2019, new actions agreed December 2019 | CRSD and CRC | CRUS run in 2019, response rate increased to 30%, and report produced. CRC agreed actions at March 2020 meeting | New actions agreed for future implementation |
| EC4.6 | Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices | Summaries of relevant Faculty/Department survey data shared with new Centre and cross-referenced with CROS results. Resulting actions agreed. | Reports received by CRSD Faculty and CRSD meeting agendas | Ongoing | CRSD, CRSD DG and RSPC | Surveys completed by iOPPN and FNFNMPRC shared with CRSD. Results coincide with those of CROS | Continue to share data from surveys |

**Funders must:**

| ECF1 | Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies | | | | | | |
| ECF2 | Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers | | | | | | |
| ECF3 | Ensure that funding calls requirements and selection processes offer equality of opportunity between different groups of researchers, recognise personal contexts, and promote positive research cultures and working conditions | | | | | | |

**Managers of researchers must:**

| ECM1 | Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work | Diversity Matters, see EC2.8 above | |
| ECM2 | Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct | | |
| ECM3 | Promote a healthy working environment that supports researchers’ wellbeing and mental health, including reporting and addressing incidents of discrimination, bullying and harassment, and poor | | |
**ECM4** Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support

**ECM5** Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their

**Researchers must:**

**ECR1** Actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students

**ECR2** Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion

**ECR3** Take positive action towards maintaining their wellbeing and mental health

**ECR4** Use available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct

**ECR5** Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their

**Employment Institutions must:**

**ER1.1** Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices

<table>
<thead>
<tr>
<th>Recruitment Panels: aim to have at least one woman and one man on all panels and 50% panels with a BME member</th>
<th>Data from HR reported to DJI Strategy Group Faculty and HR records, including new HR system</th>
<th>Annually</th>
<th>Recruitin</th>
<th>Department, Faculty Management Committee or equivalent, Departmental administrators HR and DJI</th>
<th>Recruitment &amp; Selection data poorly reported with previous systems resulting in little useful data. Most faculties report they meet the target with regard to gender but not with BAME representation. This is partly due to the low numbers of BAME staff who have other work to complete so can only improve when BAME representation improves. Individual faculties also using additional measures, e.g. anonymous shortlisting and/or including PhD students on their panels as a development activity.</th>
</tr>
</thead>
</table>

**ER1.2** Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices

| Faculties to run promotion briefing workshops, at frequency and number related to research staff numbers. | Workshops run Attendance data | Annually in June | Faculty Executive Committees | As promotion is typically through application for a different role and numbers are limited these workshops are not offered by most faculties. Where they run they are typically delivered by the research staff themselves or are workshops on gaining fellowships | Promotion from research staff to higher role is not a given. Mechanisms to explore how this can be conveyed and how research staff can move from one grade to the next require exploration |

**ER1.3** Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices

| Investigate frequency of promotion for research staff and supporting factors to provide clearer picture of promotion incidence for research staff | Data gathered from all faculties Analysis completed | December 2018 to June 2019 | CRSD and CRSD OGG | A very small number of research staff were promoted to a higher grade annually in previous years but this has all but stopped. Promotion usually occurs via application to a different role or by obtaining funding, in which case it is not recorded in the current system. | Better data collection needed that will result from the new CoreHR system. |

**ER1.4** Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices

| Case studies posted on website with links to faculty promotion information where applicable. Minimum of 9 case studies available or one per faculty | Case studies posted | December 2019 | CRSD | Pushed to next action plan - to be included in Careers Task & Finish project | Research staff referred to career case studies |

**ER2.1** Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position

| CRiSD-led induction Review use of existing induction material for new research staff and evaluate usefulness of video content Conduct focus groups with new staff and staff of 1-2 years standing to examine what would have been useful to know. Develop new resources according to results | Decision made about video content. If positive, generation of video Results from focus groups New resources developed | Video decision by August 2018, generation by December 2018 Focus Group results by December 2018 New resources developed by December 2019 | CRiSD, CRiSD OGG and RSRC | Existing material reviewed with support of faculty research staff representative committees. Inductions in larger faculties (FoLSM & IoPPN) include information about CRiSD and Careers & Employability. CRiSD representative at all Welcome to King’s events (bimonthly) to highlight role of CRiSD to new staff and managers of research staff. | Welcome to King’s email sent bimonthly from CRiSD (sent to 200-300 staff; ~60% open rate). |

**ER3.1** Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers’ contributions and the diversity of personal circumstances

| Case studies posted on website with links to faculty promotion information where applicable. Minimum of 9 case studies available or one per faculty | Feedback from teaching fellows | June 2019 | AH Faculty Academic Staff Committee and the Faculty Executive | The Teaching Fellow role is gradually being phased out as our EPS are moved onto the Academic Education Pathway, a career pathway for those who wish to make excellence in education their primary purpose. Education-related scholarship is now a permanent part of their contract with 1 day per week (20% of their time) dedicated to this activity | One day per week for scholarship and research is now a standard |

**ER4.1** Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices

| CRiSD-led induction Review use of existing induction material for new research staff and evaluate usefulness of video content Conduct focus groups with new staff and staff of 1-2 years standing to examine what would have been useful to know. Develop new resources according to results | Decision made about video content. If positive, generation of video Results from focus groups New resources developed | Video decision by August 2018, generation by December 2018 Focus Group results by December 2018 New resources developed by December 2019 | CRiSD, CRiSD OGG and RSRC | Existing material reviewed with support of faculty research staff representative committees. Inductions in larger faculties (FoLSM & IoPPN) include information about CRiSD and Careers & Employability. CRiSD representative at all Welcome to King’s events (bimonthly) to highlight role of CRiSD to new staff and managers of research staff. | Welcome to King’s email sent bimonthly from CRiSD (sent to 200-300 staff; ~60% open rate). |

**ER5.1** Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers’ contributions and the diversity of personal circumstances

| Continued to assess impact of Teaching Workload model in A&H, which allows Teaching Fellows to use 15% of contracted time on scholarship/research | Feedback from teaching fellows | June 2019 | AH Faculty Academic Staff Committee and the Faculty Executive | The Teaching Fellow role is gradually being phased out as our EPS are moved onto the Academic Education Pathway, a career pathway for those who wish to make excellence in education their primary purpose. Education-related scholarship is now a permanent part of their contract with 1 day per week (20% of their time) dedicated to this activity | One day per week for scholarship and research is now a standard |
| E.B.2 | Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances. | Assesses impact of new IoPPN honorary lecturer position recognising significant commitment to teaching on career development. | Feedback from lecturers. | July 2018 | IoPPN Faculty HR | This position has been terminated as it had no impact and has been superseded by the Academic Education Pathway that enables academics to follow a teaching excellence route. | Researchers interested in a career that is more heavily weighted towards teaching are signposted to the Academic Education Pathway. |
| E.B.3 | Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances. | Develop a suite of case studies of career progression, including highlighting options around education, building on the 'Meet the Professors' project. | Set of case studies online | December 2019 and ongoing | CRSD | Case studies posted in a new webpage addressing why research staff should engage with professional development. | Unique hits on case studies page in 2018-19 were 274 with average time spend on the page of 5 minutes. There were 90 unique page views of the Why Engage page since launch in October 2019. |
| E.I.1 | Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent. | Focus on leadership workshops rather than specifically research staff issues. Increase attendance by PIs at leadership training courses by 50% over the next two years. | Data on attendance at training courses. | Annually | CRSD and UD | The data can not be broken down to give us exact numbers but we estimate around 1905 academic and research staff have attended our leadership and open curriculum workshops since January 2018. Since 2017, representation of academics on Emerging/Aspiring leadership programmes has increased to 30% or above (40% at peak). A flexible, modular self directed Leadership Passport has also been offered to all managers and leaders to increase learning access. | Attendance by academics still lower than ideal. Courses to be continued with additional offering potentially from faculties. |
| E.B.1 | Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances. | Develop searchable Curriculum Vitae database for staff within 6 months of the end of a FTC onto which King’s staff can also upload their vacancies. Target, at least 15 Curriculum Vitae uploaded. Convene a task group to investigate where the problems lie in implementing redeployment policy. Re-examine the recruitment documentation currently on the HR website to ensure that it is explicit about the obligations of a recruiting staff member where an applicant indicates they are seeking redeployment. Email to be sent to all those at risk of redundancy outlining support available. | Database completed and successful use for redeployment processes. | June 2018 | CRSD HR | Database has been launched as the King's Internal Talent Database (stayatkins.co.uk). All staff with up to 6 months left on their contract are sent information about registering. Engagement with local faculty processes and HR is ongoing to ensure job vacancies are added to the database. Leavee's email sent to all researchers within 6 months of contract end, highlighting support available. | 38 staff have registered and 1 job advert has been created since completion in March 2020; however, due to current hiring freeze at KCL, use of this database has paused. Leavee's email delivered to ~600 staff every 2 months with >50% open rate. |
| E.B.2 | Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress. | Information on bridging funds to be collated on CRSD webpages. Clear guidelines on bridging funding to be created. | Information on CRSD Webpage, guidelines compiled and posted on website. | End 2019 and June 2019 Faculty Research Committees, CRSD and CRSD O&G | Despite many attempts it is not possible to have a consistent policy around bridging funds so this action has been terminated. | Bridging funding, if at all available, is dependent on ad hoc fund availability so no policy can be created around this. It will be left to the individual faculties, departments and fund holders to agree on process on an individual basis. |
| E.B.3 | Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances. | Develop searchable Curriculum Vitae database for staff within 6 months of the end of a FTC onto which King’s staff can also upload their vacancies. Target, at least 15 Curriculum Vitae uploaded. Convene a task group to investigate where the problems lie in implementing redeployment policy. Re-examine the recruitment documentation currently on the HR website to ensure that it is explicit about the obligations of a recruiting staff member where an applicant indicates they are seeking redeployment. Email to be sent to all those at risk of redundancy outlining support available. | Database completed and successful use for redeployment processes. | June 2018 | CRSD HR | Database has been launched as the King's Internal Talent Database (stayatkins.co.uk). All staff with up to 6 months left on their contract are sent information about registering. Engagement with local faculty processes and HR is ongoing to ensure job vacancies are added to the database. Leavee's email sent to all researchers within 6 months of contract end, highlighting support available. | 38 staff have registered and 1 job advert has been created since completion in March 2020; however, due to current hiring freeze at KCL, use of this database has paused. Leavee's email delivered to ~600 staff every 2 months with >50% open rate. |
| E.I.1 | Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making. | Information on bridging funds to be collated on CRSD webpages. Clear guidelines on bridging funding to be created. | Information on CRSD Webpage, guidelines compiled and posted on website. | End 2019 and June 2019 Faculty Research Committees, CRSD and CRSD O&G | Despite many attempts it is not possible to have a consistent policy around bridging funds so this action has been terminated. | Bridging funding, if at all available, is dependent on ad hoc fund availability so no policy can be created around this. It will be left to the individual faculties, departments and fund holders to agree on process on an individual basis. |

**Funders must:**

**EF1** Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, and provide interest in research funding and its impact at all career levels.

**EF2** Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and development and in a dedicated webpage [https://internal.kcl.ac.uk/crsd/Why-Engage-with-Professional-Development](https://internal.kcl.ac.uk/crsd/Why-Engage-with-Professional-Development).

**EF3** Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression.

**EF4** Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels.

**Managers of researchers must:**

**EMT.1** Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.

**EMS.1** Familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding.
Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers

Actively engage in regular constructive performance management with their researchers

Target of 90% of research staff who are eligible having a PDR within 2 years. Data from dept administrators, HR database, CRiDOS and/or Faculty surveys End 2019 CRiD, OD

As above, the reporting process for research staff is now functioning well in the majority of faculties. Those faculties where the process is not embedded will be targeted in future.

Write we are now closer to all research staff having PDRs there is still work to do on the content of the process and the value research staff derive from it.

OD and RSRC

New resources developed specifically for research staff to use in the PDR process moving more towards an online option that will use one form that will apply to all. Use of separate forms for individual departments and faculties is being phased out

Continue using this reporting process and approach those faculties not engaging to uncover the reason for their non-engagement

Annual, end April

CRiD, CRiD, OD and RSRC

OD and RSRC

OD and RSRC

Institutions must:

Institutions must:

Institutions must:

A review and development of PDR approaches at KCL in Autumn 2019 will include further focus on increasing the coverage and quality of Research staff PDRs.

A review and development of PDR approaches at KCL in Autumn 2020 will include further focus on increasing the coverage and quality of Research staff PDRs.

KCL's Senior Management Team are actively supported to develop and pursue opportunities for development (e.g. writing grants).

KCL's 2019 rollup of PDR activity for the previous year showed an increase in the percentage of Research Staff receiving a PDR from 76% in 2018 (1076 staff) to 80% in 2019 (1355), meaning a further 276 Research staff had a PDR year on year. KCL's Senior Management Team also agreed on an OD recommendation in Dec 2019 that Faculties put further effort into increasing Research PDR coverage for the coming 2019-20 PDR year.

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New workshops developed and delivered for reviewers regarding ‘Quality PDR conversations’ as part of new Leadership and Management Programmes, to include development conversations and talking about performance.

Workshops developed

Development 1st quarter 2018 Delivery 2nd quarter 2018 and yearly thereafter

New resources developed specifically for research staff to use in the PDR process. These include links to potential professional development opportunities and ideas for areas in which the researcher can develop

Coordination and alignment of the King’s Our Principles in Action (a set of behavioural principles) with the PDR for research staff. Final documentation not expected until after 6 month review.

Minutes from regular meetings between OD and RSRC

Our Principles in Action were incorporated into the PDR form for the first time in 2019 and will be used again in successive years. The process will be reviewed over the next 6 years.

Keep Our Principles in Action in the PDR form where it is raising awareness, with the intention of improving behaviours

Update information about PDRs for research staff on new Centre webpages with new developments.

Updated information available

Annually, and April

CRiD

New resources developed specifically for research staff to use in the PDR process. These include links to potential professional development opportunities and ideas for areas in which the researcher can develop

Webpage received 1,426 unique page views in 2018-19. For 2019-20 currently standing at 288 without advertising and PDR season not having started in earnest.

Webpage received 1,426 unique page views in 2018-19. For 2019-20 currently standing at 288 without advertising and PDR season not having started in earnest.

Raise awareness of available resources among reviewees by emailing immediately prior to PDR season. Increase in attendance at reviewee workshops and/or Faculty seminars.

Open rate of email, attendance rates at workshops, views of relevant webpages

Annually in May

CRiD

Mailing sent out to managers of research staff in 2018 and 2019, open rate in 2019 60%.

Mailing to managers appears valued so continue with this initiative

In 2018/19 PDR was the second highest scoring item with 184 unique clicks (highest 200) of all items.

Workshops in 2018-19 had an open rate of 50% annually, increase in views of relevant webpages

Workshops delivered

Webpage received 1,426 unique views in 2018-19, although it is not possible to distinguish between views by research staff and their managers.

Webpage received 1,426 unique views in 2018-19, although it is not possible to distinguish between views by research staff and their managers.

Actively engage in regular constructive performance management with their researchers

OD and RSRC

OD and RSRC

OD and RSRC

CRiD

OD ran 4 sessions of both PDR training courses in May and June 2019 (8 sessions in all) with a capacity for 152 staff to attend. A planned review of PDR training for 2020 was preceded by the COVID-19 lockdown, and further classroom training was not possible. However, suitable online LinkedIn Learning modules were selected and promoted to KCL’s staff as alternative learning resources, in addition to the extensive library of video, tools and guidance already available on KCL’s intranet pages. A review and development of PDR approaches at KCL in Autumn 2020 will include further focus on increasing the coverage and quality of Research staff PDRs.

KCL’s 2019 rollup of PDR activity for the previous year showed an increase in the percentage of Research Staff receiving a PDR from 76% in 2018 (1076 staff) to 80% in 2019 (1355), meaning a further 276 Research staff had a PDR year on year. KCL’s Senior Management Team also agreed on an OD recommendation in Dec 2019 that Faculties put further effort into increasing Research PDR coverage for the coming 2019-20 PDR year.

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Recall what they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their department.

Understand their reporting obligations and requirements.

Understand their reporting obligations and requirements.

Professional and Career Development

Institutions must:

Professional and Career Development

Institutions must:

Professional and Career Development

Institutions must:

Research staff must:

Research staff must:

Research staff must:

Recognition and act on their role as key stakeholders within their institution and the wider academic community.

Actively engage with opportunities to contribute to relevant stakeholder discussions and reviews with their managers.

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Mailing to managers appears valued so continue with this initiative

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In 2018/19 PDR was the second highest scoring item with 184 unique clicks (highest 200) of all items.

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Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors

Consolidate recently introduced professional development courses in the CRSD's programme through evaluation and ensuring coverage of all relevant topics. Revise programme according to results of evaluation.

Feedback from participants and attendance levels of programme

Annual review by CRSD CRSD

In 2018-19 we added a further net 16 courses, bringing the total to 41. This includes subjects requested by research staff, for example in grant writing and an online course on impact that was run in collaboration with 6 other universities. An additional 6 courses were added in 2019-20, some in response to COVID-19.

Courses continue to be well attended. COVID-19 has pushed us to deliver all our online courses online and this has boosted take-up of online offering. Future programmes are likely to include more online options.

Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors

Continue to develop and expand professional activities offered by the CRSD, including online courses, in priority areas identified by scoping group, e.g.,

- grant-writing
- publication
- networking & collaborations
- being strategic
- leadership & management
- teaching (see below)
- communication
- careers (see below)
- impact

Personal and professional development opportunities planned, designed and piloted

Planning spring 2018, designing Sept 2018 for face to face, December 2018 and ongoing for online. Piloting Sept 2019 for face to face, September 2020 for online.

CRSD, Centre for Doctoral Studies, CRSD OPG and RSRC

New events and courses brought in at KCL; funding, publishing, leadership, and consultancy in collaboration with other universities; networking and impact. Leadership courses also extended as collaborative events with other universities, e.g., collaboration on Leadership in Action now extends to 2 other HEIs and 2 Research Institutes with additional collaboration planned and put on hold by COVID-19.

Attendance levels are good at all the new courses so they will be continued, potentially with more collaboration with other universities as we bring them online.

Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors

Extend ways of providing work experience and insight into work for researchers, e.g., work shadowing scheme

Decision about work shadowing or other scheme

May 2018

CRSD and Careers Consultants

Work experience for research staff continues to be a hot topic. At the time of writing (March) a 2 month research project is being conducted to scope out ways of delivering and supporting internships and work experience for researchers with the intention (resources allowing) to implement its recommendations. Careers consultants work frequently with research staff to help them find relevant work experience, insight days or shadowing opportunities.

The CRSD has offered work-shadowing opportunities in house, taken from the do1thing website; this has 948 followers and has 521 unique views.

The requirement as a result of COVID-19 is that we have adapted attendance and made this form of delivery more acceptable. We have begun collaborating with other universities to deliver joint courses, Advancing in Academia being one of these, and will continue to explore this as an option in a post-Covid era.

Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors

Review and refresh the careers panel events by adding audio online materials to increase accessibility.

Video materials available online

Video by Feb 2018, page views by March 2018

Careers Consultants

Online resources continue to be developed as King's Careers & Employability moves to function as a digital careers service. For example, a version of the blended learning course 'Advancing in Academia' is being developed for HealthLife Science post docs with first delivery in summer 2020, building on similar work for research students in social sciences and arts and humanities. Additionally, video case studies of researchers moving beyond academia are available on the CRSD website. Finally, the Careers in Your Ears podcast has reached 2000 listeners to 13 conversations between researchers and a careers consultant, often talking about their career

The requirement as a result of COVID-19 is that we have adapted attendance and made this form of delivery more acceptable. We have begun collaborating with other universities to deliver joint courses, Advancing in Academia being one of these, and will continue to explore this as an option in a post-Covid era.

Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors

Expand use of Do1thing, a mechanism for promoting professional development activities, by at least 4 posts per month

Number of posts on Do1thing

Monthly

Careers Consultants

Careers events and opportunities are now promoted to the wider research community on Twitter via @KclAcademy and on TikTok (which has taken over from do1thing website); this has 948 followers and has between 5,000 to 7,500 impressions per month. King's Careers & Employability blog also features advice and support for researchers as does our newly developed KEATS (VLE) area for researchers.

Twitter has been a more productive way to advertise events and opportunities to research staff than the website.

Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors

Review existing webpages managed by the CRSD and regularly update and revise content, including links to relevant webpages within the faculties

Up-to-date webpages

CRSD

Visitor numbers are lower than when the webpages were on an external website but the research completed to identify the reason for this is not conclusive. Visitor numbers are still sufficient to continue offering a website. Pages continue to be updated and changed according to need. The newsletter continues to be a valued source of information as the average monthly open rate increased steadily to 41.

CRSD

Ongoing, reviewed quarterly

Continue updating and revising the webpages and sending out the newsletter

Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors

King's Academy to publish new provision for teaching support

Includes assistance towards gaining fellowship of the Higher Education Academy and the King's Academy of Educators

CRSD to profile training opportunities clearly regarding teaching on webpages and in newsletters, as and when the new programme is devised and rolled out.

Information published Webpages updated

August 2018, September 2018

King's Academy and CRSD

Seventeen workshop titles suitable for Doctoral students and postdocs are available with information online at https://internal.kcl.ac.uk/KingsAcademyProgrammes/gta-development-programme

In the academic period 2018/19 to date 325 individuals have gained their HEA affiliation, of which roughly 25% are research staff. Our reporting mechanisms do not make it possible to be more accurate than this.

CRSD websites are together with other resources it is not possible to distinguish whether it is this information that is being viewed. During the period August 2017 and July 2019 this webpage received 521 unique views.

Between January 2018 and July 2022 there were 739 attendances in total at these workshops. These were Doctoral students and research staff. We are unable to separate the two with the current system but generally 1/3 are research staff.

As the teaching resources on the CRSD websites are together with other resources it is not possible to distinguish whether it is this information that is being viewed.
PCD1.8 Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development per year per researcher, recognising that researchers will pursue careers across a wide range of employment sectors

Faculties to outline clearly and keep updated local teaching opportunities, including use of teaching databases to find qualified staff.
• training opportunities

New Faculty webpages
Training, uptake monitored in staff surveys (where undertaken)

December 2018 and ongoing

Faculty Research Committee, CRSD OGC

PCD1.9 Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development per year per researcher, recognising that researchers will pursue careers across a wide range of employment sectors

University-wide teaching policy for research staff developed and agreed

Policy agreed
Policy published

August 2018
September 2018

Director of Research Talent

The two largest faculties have implemented teaching policies where research staff are given £500 to cover conference costs once they have reached a threshold of teaching hours. Drafting of a university-wide teaching policy triggered a review of the related Graduate Teaching Assistant policy as the two are interdependent. The project

Policy on hold pending COVID-19 restrictions being lifted.

PCD1.10 Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development per year per researcher, recognising that researchers will pursue careers across a wide range of employment sectors

Alumni Scheme
Develop mechanism to identify research staff who are within 6 months of the end of contract
Devise package of benefits for alumni via CRSD
Contact those approaching termination of contract with information about exit survey and alumni benefits, both of Alumni Association and via CRSD.

Target of 5 new alumni per year actively engaging, e.g. contributing to events and mentoring, 20 new alumni per year in network.

Making list created
Package devised and approved by RSRC and CRSD OGC
emails sent and opened Contact in membership of Alumni Association
Sign up to CRSD package and wider use of LinkedIn Participation in events and mentoring schemes

Making list and alumni package
August 2018
August 2018

CRSD

Alumni benefits proved to be too far beyond scope to deliver at this stage. To be reviewed at a later date.
Increased connections between alumni and LinkedIn group, occasionally used for advertising opportunities
To date the account is connected to 145 LinkedIn Profiles and has been a source of mentors for the CRSD’s mentoring scheme

PCD1.11 Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development per year per researcher, recognising that researchers will pursue careers across a wide range of employment sectors

Faculty webpages
Factors that offer training and development budgets to research staff to conduct regular update analysis of usage of annual training & development budget by research staff.

Report to Faculty Research Committees
Updated webpages

Ongoing, hal yearly

Faculty research support teams and Faculty Research Committees

Of the 7 faculties with significant numbers of research staff 5 have a budget specifically for training and development. These are administered in a variety of ways from faculty-controlled and organised opportunities, e.g. training courses and away days. One faculty has no set budget but does support events targeted at research staff. All faculty reports satisfaction with the way the budgets are spent

Continue to support research staff professional development as previously

PCD1.12 Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development per year per researcher, recognising that researchers will pursue careers across a wide range of employment sectors

Funding opportunities on Faculty research staff webpages to be regularly reviewed and updated

Updated webpages

Ongoing, hal yearly

Faculty research support teams and Faculty Research Committees

Faculty webpages direct research staff to centrally provided sources of information about funding that are regularly updated by a central team. Some also have faculty-specific funding opportunities that are updated on local webpages when the funding round opens.

Research staff are also encouraged to register with Research Professional for bespoke alerts.

Maintain central funding webpages as this is a source of information for all

PCD1.13 Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development per year per researcher, recognising that researchers will pursue careers across a wide range of employment sectors

KCL’s international strategy includes the ambition that all its students and staff have at least one international experience during their time at the university. CRSD to routinely review and update the information on the website about international opportunities

Up-to-date menu of international opportunities on CRSD webpages

Ongoing

CRSD working with International Project Manager

All opportunities displayed on the CRSD website. This links directly to the international office’s offerings and is regularly updated by them.

Research staff able to find opportunities to experience research in other countries.

PCD1.14 Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development per year per researcher, recognising that researchers will pursue careers across a wide range of employment sectors

CRSD to support existing societies to run events and enable sharing of good practice

Events supported, feedback from societies
Review and evaluation

Events annually
Review annually by September

CRSD and Careers Consultants

Existing societies signposted to those who can support them. Major input provided to London Postdoc Network to support the National Postdoc Meeting in Sept 2019. Approximately 200 participants in National Postdoc Event, of which around 100 were from KCL

Limit on the amount of support that can be offered by the CRSD and Careers Consultants so review needed

PCD1.15 Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development per year per researcher, recognising that researchers will pursue careers across a wide range of employment sectors

Review of research staff societies/networks to ensure they are able to continue their work

Membership, meeting agendas and activities
Quarterly

CRSD, CRSD OGC

RSRC continues to be supported by the CRSD with secretariat and hosting of website
Faculty societies and networks are still variable and depend a lot on the engagement of research staff in those faculties and the support the faculties are able to offer, financially and administratively. Currently 5 of the 9 faculties have networks. Two are too small for this to apply. Faculty reorganisation resulted in the loss of the network

Need for continued support, potentially by the faculties rather than centrally, to provide administrative support as well as encouragement and time for these activities

PCD1.16 Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development per year per researcher, recognising that researchers will pursue careers across a wide range of employment sectors

Watching brief to be kept on funds provided for at least one faculty event per year with Executive Deans in attendance

Agendas and feedback from events

Ongoing

CRSD, CRSD OGC, Faculty Executive/Professional Development Committees and Faculty Executive Deans

Almost all faculties report single or multiple events to which Executive Deans are invited. Where this no longer happens it is because attendance was poor so the faculty event has been substituted by other smaller events at which research staff have the opportunity to meet senior colleagues

Research staff and senior faculty staff have the opportunity to meet and engage with each other in all faculties

PCD2.1 Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers
**PCDI3.1** Ensure that researchers have access to professional advice on career management, across a breadth of careers

Work with research staff in faculties to deliver tailored careers events. Minimum of 10 events per year. Events delivered annually by September CRSD and Careers Consultants. 43 Faculty targeted events were run during the reporting period, with various levels of attendance. Write this worked initially faculty engagement has now dropped so we have returned to centrally run events only.

**PCDI3.2** Ensure that researchers have access to professional advice on career management, across a breadth of careers

Continue to review and improve careers workshops with a focus on new topics e.g. a new workshop on career identity. Minimum of 1 new topic per year. Feedback improved on average across all categories measured by 5%. Workshops incorporated into the programme Feedback from participants. Evaluation and new career prepared annually by September Course delivered by Becky Jacques. Careers Consultants. There are 12face to face workshops designed for researchers, covering academic careers and careers outside academia. New courses include versions of Career Planning, Working Abroad as an Academic, and new courses on Career Inspiration and Understanding Researchers’ Knowledge, Attributes, Skills and Experience. There were 1200 attendees in 2019/20 and 166 in 2018/19 (see note above about the disaggregation of data).

**PCDI3.3** Ensure that researchers have access to professional advice on career management, across a breadth of careers

Continue to expand the bespoke online careers resources for researchers by adding 5 new items per year. Increase number of views by 50%. Number of views Length of time spent on the site. Annualy by December Careers Consultants. Face to face events have been reduced slightly in the academic year 2019-20 as King’s Careers & Employability moves more activity online. The bespoke researcher career programme consists of 18 webinars and 3 specialist employer panel webinars in the academic year 2019/20 and (similar in the previous year). Employer guests with PhDs and often post-doc experience are included in the employer panel. Where were 1000 webinar attendances in 2019/20 and 459 in 2018/10. Research staff able to find mentoring schemes and information about DIY mentoring.

**PCDI3.4** Ensure that researchers have access to professional advice on career management, across a breadth of careers

Continue to keep information about existing mentoring schemes up to date. Up-to-date information available Ongoing, reviewed quarterly OD. Central webpage created that includes all known mentoring schemes and information about how to set up and manage a scheme or individual pairing https://internal.kcl.ac.uk/hr/od/mentoring/index. Available mentoring schemes have unique features for slightly different audiences. Creating one portal that encompasses them all, while desirable, creates undesirable complexity. Decision made on this basis that they would remain separate. Website constructed to describe all mentoring schemes available and signpost to each other. Mentoring schemes continued as before consideration.

**PCDI3.5** Ensure that researchers have access to professional advice on career management, across a breadth of careers

Consider value of merging the range of mentoring schemes currently on offer across the university but maintaining option for bespoke pairing of mentors and mentees. Decision made. If positive then plan devised for how to deliver. December 2018-2020 OD, EDI, CRSD, Faculty D&I teams. Available mentoring schemes are provided centrally, including ones located in the CRSD that is specifically for research staff that is advertised and takes in a new cohort every 6 months. Others are listed on the OD website and vigorously promoted by faculties. Some faculties have more local programmes for new starters where they are assigned a mentor when they arrive. Where facilities have had local success these schemes will continue. Those who wish to set up new schemes are encouraged first to discuss the options with the CRSD.

**PCDI3.6** Ensure that researchers have access to professional advice on career management, across a breadth of careers

Each Faculty to outline local mentoring provision on Faculty research staff webpage. Updated faculty webpages Ongoing, reviewed quarterly Faculty research support teams. Various mentoring schemes are provided centrally, including ones located in the CRSD that is specifically for research staff that is advertised and takes in a new cohort every 6 months. Others are listed on the OD website and vigorously promoted by faculties. Some faculties have more local programmes for new starters where they are assigned a mentor when they arrive. Where facilities have had local success these schemes will continue. Those who wish to set up new schemes are encouraged first to discuss the options with the CRSD.

**PCDI3.7** Ensure that researchers have access to professional advice on career management, across a breadth of careers

Health Faculties Postdoc mentoring scheme piloted and delivered. Pilot with 30 pairs, roll out to all research staff expressing an interest. Plot completed Programme evaluated. Roll out to research staff in Health Faculties Evaluation of Provision in Health Faculties. Modification of the programme if needed. Roll out to all research staff CRSD. Programme successfully rolled out to all research staff. Mentors drawn internally and externally from a variety of career roles. To date, 32 mentoring pairs have successfully engaged in relationships. Scheme successful enough to continue.

**PCDI3.8** Ensure that researchers have access to professional advice on career management, across a breadth of careers

8-MEntor cross institution mentoring scheme for BME staff. Finalise matching of mentors and mentees Evaluation, minimum 80% participants satisfied with mentoring. Mentors and mentees recruited. Positive evaluation in Race Equality Survey. Annualy recruitment in September, pairing by December, survey October and November EDI. Successful recruitment of 5 mentors/5 mentors for the last 8-MEntor Academic cohort (2018). More than Mentoring scheme included 94 mentors and 70 mentees, although this was the total population and the job titles of the participants are not available to distinguish research staff. In surveys it was not possible to separate out responses given by research staff from other participants. Future evaluation ideally will enable separation of the various cohorts using the schemes.

**PCDI3.9** Ensure that researchers have access to professional advice on career management, across a breadth of careers

Review existing Aurora and Springboard programmes for the most efficient way to run them. December 2018 EDI. Application for Aurora is to be continued. PalliSTAR held in 2018/19 with 3 participants. A further 3 participants joined for 2019/20 but the programme has been disrupted by the pandemic so full evaluation is yet to happen. Springboard considered no longer fit for purpose while this worked initially faculty engagement has now dropped so we have returned to centrally run events only.

**PCDI3.10** Ensure that researchers have access to professional advice on career management, across a breadth of careers

Continue to expand the bespoke online careers resources for researchers by adding 5 new items per year. Increase number of views by 50%. Number of views Length of time spent on the site. Annualy by December Careers Consultants. Online training is growing in popularity, more recently fuelled by the Covid pandemic. In future we will expand this method of training to.

**PCDI4.1** Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills

Monitor uptake (attendance numbers) and value of delivering new leadership courses offered by CRSD and OD and revise courses accordingly. Review completed Course revisions completed. Review completed annually by April, revisions by September CRSD and OD. New courses have been developed to support researchers developing their research identity, including Leadership Essentials V and VI with on average 15 attendees per workshop and sustained attendance with positive satisfaction scores over the two year period. Continue with these workshops.

**PCDI4.2** Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills

Maintain watching brief on research staff standing item on research committee agenda. Agendas of Faculty Research Committees Ongoing CRSD and Faculty Research Committees. All faculties spent a substantial amount of time in faculty research committees or related committees on research staff issues, in some cases up to 1/3. Three faculties also have a postdoc or early career researcher committee that includes staff members who also sit on the faculty research committee. Research staff now also have representation on Academic Board and
<p>| PCDR1.1 | Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this | Maintain existing and develop new links with employers, 80 or more potential employers listed. Continue to develop industry careers theme to include 8 panel events each year with former academic researchers across themes | Number of employer entries in database | Annually by September | CRSD and Careers Consultants | King’s Careers &amp; Employability runs approximately 40 Discover Careers in ‘ sector-led panel events each academic year of which the majority are of interest to researchers; these have replaced the Spotlight series. Specially relevant panels always have at least one employer guest who has a PhD. King’s Careers &amp; Employability blog also features advice and support for researchers as does our newly developed KEATS (VLE) area for researchers. Careers in Your Ears podcast has reached 2000 listeners to 13 | Change of activity has resulted in good attendance and engagement. New activities will be continued. |
| PCDR1.2 | Recognize that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this | Continue to develop industry careers theme to include 8 panel events each year with former academic researchers across themes | Panel sessions delivered | Annually by September | CRSD and Careers Consultants | See above | See above |
| PCDR1.3 | Recognize that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this | Career profiles/case studies of King’s research staff to be revised and updated when necessary | new web pages live | ongoing, reviewed quarterly | CRSD | See EI3.3 | See EI3.3 |
| PCDE.1 | Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career | | | | | | |
| Funders must: | | | | | | |
| PCDF1 | Incorporate specific professional development requirements in relevant funding calls, terms and conditions, grant reporting, and policies. This should include researchers’ engagement in a minimum of 10 days’ professional development pro rata per year, and evidence of effective career development | | | | | | |
| PCDF2 | Embed the Concordat Principles and researcher development into research assessment strategies and processes | | | | | | |
| PCDF3 | Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit | | | | | | |
| Managers of researchers must: | | | | | | |
| PCDM1 | Engage in regular career development discussions with their researchers, including holding a career development review at least annually | | | | | | |
| PCDM2 | Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments | | | | | | |
| PCDM3 | Make a minimum of 10 days pro rata per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development | | | | | | |
| PCDM4 | Identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their | | | | | | |
| PCDM5 | Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional | | | | | | |
| Researchers must: | | | | | | |
| PCDR1 | Take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year | Pilot ways for researchers to develop and deliver their own careers workshops and activities to develop employability skills for academia and beyond. | Test workshop | April/May 2018 | Careers Consultants | London Postdoc Network supported by the CRSD financially and administratively in putting together a National Postdoc Meeting in September 2019. Attendance approximately 200 with 100 from KCL. The Careers Consultants worked on ways to encourage researchers to develop and deliver their own careers workshops as part of the annual research staff development conference in 2018. A group of delegates devised and delivered a workshop on CV writing and won the conference prize with their production. | This works when the cohort of research staff includes those who are enthusiastic about these topics |
| PCDR2 | Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments | | | | | | |</p>
<table>
<thead>
<tr>
<th>PCDR3</th>
<th>Maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used.</th>
</tr>
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<tbody>
<tr>
<td>PCDR4</td>
<td>Positively engage in career development reviews with their managers.</td>
</tr>
<tr>
<td>PCDR5</td>
<td>Seek out, and engage with, opportunities to develop their research identity and broader</td>
</tr>
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**PCDR1.1** Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation.

Consolidate to support appointment of research staff representatives in Faculties/Departments, in particular those without them. Create research staff job descriptions and investigate mechanisms for succession planning to ensure consistency of representation.

- **Number of faculties with reps:**
  - Job description devised and posted on CRSD and/or Faculty network website with appropriate links to succession planning process published on CRSD and/or Faculty network website with appropriate links.
  - Reps numbers by September 2018 and June 2019.

- **Succession planning process:**
  - The appointment of faculty reps varies depending on faculty dependent factors and the value that is placed on taking up the role. Some faculties are yet to have reps in place. Job descriptions have been devised in some but not all faculties. Succession planning is more complex than originally thought as each faculty has their own mechanism.

- **Most faculties have network websites linked to CRSD webpages at:**
  - https://internal.kcl.ac.uk/crsd/Community/Community

| PCDR1.2 | Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and |

Consolidate to support RSRC in carrying out their engagement with King's policy for research staff by publicising their activities through a minimum of 4 newsletter items per year, highlighting opportunities and making introductions.

- **Number of publicity items:**
  - e.g. blog posts, newsletter entries.
  - Number of initiatives engaged with.
  - Number of policy changes made.

- **Annual and ongoing:**
  - CRSD, OG, CRSD

- **Annual CRSD, CRSD OG:**
  - The RSRC have been introduced to and engaged with various groups within the university, e.g. EDI. While no policies have actually been changed as a result the research staff have raised their profile and influenced higher level decisions more profoundly than in previous years.

| PCDR1.3 | Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation. |

Consolidate to support RSRC in carrying out their engagement with King's policy for research staff by publicising their activities through a minimum of 4 newsletter items per year, highlighting opportunities and making introductions.

- **Number of publicity items:**
  - e.g. blog posts, newsletter entries.
  - Number of initiatives engaged with.
  - Number of policy changes made.

- **Annual and ongoing:**
  - CRSD, CRSD OG

| Additional activities from 2018 action plan |

**Implementation and Review**

- **Contributions by King's to the debate around policy affecting research staff nationally through Researchers 14.**
  - Influence on national policy-making for research staff, e.g. Concordat review.
  - Relevant dates in the Concordat review process.

- **Relevant policy dates as they occur:**
  - CRSD

- **Contributions made to the revision of the Concordat to support the Career Development of Researchers through membership of Researchers 14.**

**Implementation and Review**

- **Regular engagement with researcher developers in other universities to share best practice.**
  - Up-to-date practice and local policies.

- **Presentation at Vitae Conference.**


| CRSD | Information gathered and best practice shared through attendance at Researchers 14 meetings and Vitae Conference.

| CRSD | Presentations made at Vitae Conference to share best practice.

| CRSD | REDS Conference in 2019, drawing more than 100 participants internationally.

*The Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g. postdoctoral researchers, research fellows, research assistants. The Concordat encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers; staff on teaching and research, or teaching contracts; clinicians; professional support staff; technicians.*