University of Kent HR Excellence in Research: updated action plan for 2015 - 2017

A. Recruitment and Selection

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

no	Concordat Paragraph	Existing evidence of compliance at 2013	Actions required from 2013	2013 Timeline	Progress at 2015	Actions required from 2015	2015-2017 Timeline	Institutional Lead
1.1	All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution	The University Strategic Plan statement on research and researchers **University Research and Impact Strategy 2013-16** RPD and researchers Research meetings Web page evidence University statements on significant research achievements, key new appointees and their research records, and other research stories through internal communications.	**Close monitoring** of these aspects of implementation of the Research and Impact Strategy. Further dissemination of information to all staff as to the current **requirements and expectation**s for research, together with case studies of **'best practice'** in research achievement.	Quarterly monitoring against Strategic & Operating Plan (priorities reviewed annually)	**Close monitoring** conducted quarterly by RDWG, RIB and Faculty RECs. Clear statement from new PVC Research & Innovation of his **requirements and expectation**s **for research** and for the development of researchers at Kent. Case Studies of **best practice** available through the Early Career Researcher Network, `Research Active' newsletter, poster displays, Kent Staff Magazine and Enterprise & Impact training / network.	New University Research & Innovation Strategy (development from Summer 2015) to underpin the Principles of the Concordat and HR Excellence in Research at Kent.	After Summer 2015	PVC Research & Innovation[1] Director of Research Services RDWG
1.2	Employers should strive to attract excellence and respect diversity (see Principle 6). Recruitment and selection procedures should be informative, transparent and open to all qualified applicants regardless of background.	Recruitment :The University in its Institutional plan commits to recruiting well , to *"attract, develop and retain sufficient numbers of good staff to deliver our academic vision"* http://www.kent.ac.uk/hr-managementinformation/recruitment/equality.html	HR is looking to implement a comprehensive resourcing strategy as part of its overall **Human Resource strategy** 2013-2015	On-going 2013/14	Director of Human Resources and Organisational Development (appointed October 2014)[2] launched consultations to support a new People Strategy. Researchers involved in this consultation through a focus group and on-line surveys. Strengthening of recruitment policies and guidance	Ensure that the new **University People Strategy** (under development) aligns with the significance accorded by the University to the development of research staff, the Concordat and HR Excellence in Research	New People Strategy and new HR structure due early 2016	Human Resources

	Person and vacancy specifications must clearly identify the skills required for the post and these requirements should be relevant to the role	Diversity and Equality: The University of Kent is committed to the prevention of discrimination and the advancement of equality. Our objectives include: • mainstreaming Equality and Diversity practices into all planning processes and functions of the University • promoting best practice in Equality and Diversity • developing and supporting the implementation of policies and procedures that promote Equality, Diversity and Inclusivity • supporting staff, departments and services with projects and initiatives that promote Equality and Diversity • training/ briefing staff on equality and diversity areas • fulfilling our obligations under equalities legislation (Equality & Diversity at Kent)			2014 - 2015 the University of Kent has scoped, designed and is delivering the `Valuing Everyone' programme. This programme addresses all the factors highlighted by the bullet points under Diversity and Equality in column 2. Strong connectivity between HR Excellence in Research and Athena SWAN. Support to researchers is evidenced in Athena SWAN applications. RDWG is represented in many Athena SWAN fora and events. Since 2013 the University has achieved the institutional Athena SWAN Bronze award. Six of the seven Science Schools also now hold Bronze departmental awards. REF Equality Impact Analysis conducted.	Continued on-line access through the `Researcher Development at Kent' website RDWG to engage with the extension of Athena SWAN into Social Sciences and Humanities. Respond to the findings of the REF Equality Impact Analysis.	Website roll out from June 2015 From April 2015 RDWG to review September 2015	EDI and L&D Team RDWG Athena SWAN application teams EDI RDWG
1.3	Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason	The University is committed to developing an employment framework that delivers its research, teaching and professional aspirations in an environment that fosters excellence. In support of this, the	The University will **continue monitoring the use of fixed-term contracts** for research staff. Kent is currently reviewing how best to ensure that the policy is embedded within all Schools, and is reflected in all	Ongoing	Current data shows that 74% of research staff are now on fixed contracts. The University is steadily increasing the use of Open Ended Contracts for research staff where this is appropriate. Open-ended	Monitoring of contracts profile through Staff Connect (revised timetable)[4].	From early 2016 launch	Human Resources Staff Connect

| | | University values the contribution made by all staff and is committed to equal treatment. It is therefore welcomed and adopted the position that fixed-term contracts may be used where there is an objective and justifiable reason to do so. Documents detail the Policy and Procedure for employing staff on fixed term contracts and the subsequent ending of these contracts.

Its policy relating to fixed term contracts is available here: https://www.kent.ac.uk/hr-staffinformation/documents/policies/fixed-term/1.%20Fixed%20Term%20Contract%20-%20Policy%20&%20Procedure%20June%202013.pdf

The University provides training to Principal Investigators (PIs) on contract management, and they also receive on-going coaching from HR Managers on the appropriate use and management of fixed term contracts. | existing policies.

80% of Kent research staff are on fixed contracts and this will be monitored as part of HR's continued evaluation against its strategy. | | contracts have increased from 6% to 10%.

Whilst increasing the opportunity for research staff to be employed on open-ended contracts where appropriate – the University seeks to maintain a balance of contract type that reflects the nature of funding.

The University is committed to nurturing internal talent from our group of researchers whilst continuing to provide opportunities for staff from other Universities to come to Kent. The University seeks to be pro-active in identifying those Kent researchers who can be developed into academic roles at the University and enabling them to perform effectively in open competition with external candidates.

New Eastern ARC Fellows monitoring, mentoring and career progression scheme enabling direct access to a permanent academic position.

2015 survey[3] Q29 shows increased awareness of opportunities for career progression, promotion or how to secure an open-ended contract: 25% (2013: 14%) | Timesheet review project

Assess: 2016 Survey & researcher groups (increasing awareness) | From Summer 2015

March 2016 | HR Projects

RDWG |

| 1.4 | To assure fairness, consistency and the best assessment of the candidates' potential, recruitment and progression panels should reflect diversity as well as a range of experience and expertise. In order to promote these values, individuals who are members of recruitment and promotion panels should have received relevant recent training. Unsuccessful applicants should be given appropriate feedback if requested as this may be of assistance to the researcher in considering their further career development | An appropriate gender balance and where possible in recruitment committees. At the very least (in Sciences), Athena SWAN has driven training in E&D for recruitment committee members in all schools. In addition to a requirement to follow established HR recruitment procedures, all recruiters are offered training in recruitment best practice and as a minimum at least one member of any recruitment panel must be fully trained.

Feedback is offered, on request, to any applicants who have been selected for interview but were ultimately unsuccessful in their application. | Learning from good practice developed within our Athena SWAN initiative in Sciences, the University is also at present considering changes to the procedures for promotion and progression, including the composition of panels.

The University Equality, Diversity and Inclusivity work plan (objective 9) says that we will review and revise E&D elements for the Resourcing Strategy, in partnership with the HR managers. | Ongoing with next review in July 2013

Continued review period 2013/14 | Provision of `additional guidance' and support on promotion procedures at Kent: http://www.kent.ac.uk/hr-staffinformation/promotion-salary-review/index.html<br><br>Support specifically for researchers through the Early Career Researcher Network event ` Getting Recognition: Promotion & Pay at Kent'

Revised promotion guidance for 2014 – 2015 supported by promotions briefings for academic and research staff

`Preparing for promotion' support in Schools.<br><br>New `People Strategy' and new HR structure to integrate EDI into HR service delivery. | To be rolled out more widely through the `Researcher Development at Kent' website

Share best practice on promotion support across all Schools through 'Researcher Development' website | Ongoing

Summer 2015

Continued through 2015 – 2016 and 2016 – 2017

From Summer 2015

From early 2016 | Human Resources

Research Services

RDWG

EDI |
| 1.5 | The level of pay or grade for researchers should be determined according to the requirements of the post, consistent with the pay and grading arrangements of the research organisation | The University has embraced the principles of the Framework Agreement and has rolled out a comprehensive role evaluation scheme (HERA). (Salary Awards process)
In consultation with our trade unions, HR has devised a new grading structure, developed a range of role profiles and has established distinctive career paths to provide staff with greater clarity about | Appropriate documentation and procedures are in place: https://www.kent.ac.uk/hr-staffinformation/salary/index.html https://www.kent.ac.uk/researchservices/local/managing/staff/index.html?tab=grading-of-research-staff | **Completed** | When recruiting to staff a new grant – HR reviews the job description against the national role profiles to ensure that recruitment is at the appropriate grade. | Ongoing | Ongoing | Human Resources

Research Services |

		expectations. All staff have been assimilated to the new single pay spine on the basis of closest comparable pay points.						

B. Recognition and Value

Concordat 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.

no	Concordat Paragraph	Existing evidence of compliance at 2013	Actions required from 2013	2013 Timeline	Progress at 2015	Actions required from 2015	2015-2017 Timeline	Institutional Lead
2.1	Employers are encouraged to value and afford equal treatment to all researchers, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should ensure that the development of researchers is not undermined by instability of employment contracts. This approach should be embedded throughout all departmental structures and systems	As Kent Staff members, researchers have, after general eligibility requirements are met, full access to benefits and policy of provision.

Nevertheless our 2013 survey of researchers has revealed some areas for improvement.

Following 20 years' experience with appraisal, Kent's has renewed its approach with the 'Reflect Plan Develop' (RPD) process. Researcher managers are encouraged to engage in a planned dialogue with research staff. The Kent system is supported by Personal Development Planning tools and increased awareness of development pathways (Pathfinders).

The University's Research Strategy requires all researchers to hold regular individual research planning meetings to discuss and refine their short and longer-term research plans with senior colleagues in their area and this process is **expected to be aligned as part of the RPD process i**n March to July 2013 | Monitor uptake of the RPD process to examine its effectiveness as a tool for individual development for researchers using the Researcher Development Survey and other data. Qualitative feedback via Researcher networks in 2013/2014.

Analyse the results of Researcher Development survey 2013, and refine the action plan accordingly in relation to CROS and UK sector benchmarks. | Implement in 2013-14 Review July 2014

October 2013, then annually

First review February/ March 2013 completed May/June 2014 onwards | Integration of Kent RPD with RDF: the new University RPD system promotes linkage to the RDF. Researchers and Research Managers are encouraged to use the RDF to inform RPD.

Linkage is also promoted between RPD and Individual Research Plans.

To reflect these changes: from March 2015 - revised programme of reviewer and reviewee training provided across the University. RPD booking analysis shows that researchers and those who review researchers have been booking on RPD training.

2015 Survey (Q37) shows an increase in those who have had an appraisal or review interview (2013: 44% to 2015: 63%)

65% of researchers are aware of RPD with 40% having so far used the new system (Q38 Q39). | To offer RPD training specifically for researchers

To increase awareness and use of RPD by 2016 researcher survey (& researcher groups)

Staff Connect to enable fuller monitoring of researcher use of RPD | January 2016 – March 2016

By March 2016 survey

From late 2016 | Human Resources

Learning & Develop. |

		and thereafter. All RPD reviewers undertake Reviewer training, to enable them to be constructive and supportive in agreeing relevant staff development activities.						
2.2	Commitment by everyone involved to **improving the stability of employment conditions for researchers** and implementing and abiding by the principles and terms laid down in the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and Joint Negotiating Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisations	The University currently monitors the number of fixed term contract staff. Provisions for staff on fixed-term contracts follows current legislation with greater protections for staff employed on a fixed-term contract or sequences of fixed-term contracts (over a period of four or more years). (link) 80% of researchers are on fixed term contracts, with 15% on sequential series of fixed term contracts ('open-ended but funding limited). A **small number of researchers are on open ended contracts** and similarly a small number have timesheet (hourly paid) work which runs in the short term. The 2013 Researcher Development survey showed the same profile of contract arrangements as is seen in the figures from the HR database extraction.	The use and prevalence of fixed term contracts to be monitored through the new HR system 'Staff Connect' The new system will improve monitoring by introducing automated reminder systems to monitor end-of-funding and expiry dates, prompting the consultation process to ensure staff on fixed term contracts are properly supported and alternative sources of employment are identified and discussed where ever possible.	Ongoing from Academic year 2013/14 (end of Phase 1 of HR 'Staff Connect') 2015 for automated workflow (Phase 2)	(Revised launch date for Staff Connect) Current data shows that 74% of research staff are now on fixed term contracts. The University is steadily increasing the use of Open Ended Contracts for research staff where this is appropriate. Open-ended contracts have increased from 6% to 10%. Whilst increasing the opportunity for research staff to be employed on open-ended contracts where appropriate – the University seeks to maintain a balance of contract type that reflects the nature of funding. Researchers on open-ended contracts were over-represented (25%) and those on fixed-term contracts under-represented (67%) in the 2015 Kent Researchers Survey (Q1).	Regular monitoring through Staff Connect (revised launch date) 2016 Survey (& Staff Connect) data 2016 survey to address different response rates and motivation to participate in the survey.	From early 2016 (launch of Phase 1) March 2016	Human Resources Staff Connect
2.3	Research managers should be required to participate in **active performance management,**	Human Resources and Research Services at Kent together offer a comprehensive programme of training to support research managers and	The University will monitor and review related development programmes to ensure that enhancement of existing practice in relation to	Ongoing	**Active performance management** addressed through RPD – linked to IRPs and RDF (see 2.1 above)	Offer RPD training specifically for researchers (assess as 2.1 above)	January to March 2016	Human Resources - Learning & Development

including **career development guidance**, and supervision of those who work in their teams. Employers should ensure that research managers are made aware of, and understand their responsibilities for the **management of researchers** and should provide training opportunities, **including equality and diversity training**, to support research managers in doing this. Institutions will wish to consider how research managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management	individual researchers. This includes sessions on project management, supervisory management, recruitment and selection, and equality and diversity training, as well as a separate programme of events specifically for early career researchers (ECRs) to help them develop their careers in academia. Full details of this year's programme are available on the HR website (http://www.kent.ac.uk/hr-learninganddevelopment/whats-on2012.13.html) and Research Services website (http://www.kent.ac.uk/researchservices/images/ECR%20Network%20Poster.pdf). In addition both Human Resources and Research Services provide 1-1 advice, when requested, for staff in managing research successfully. Researchers also have access to training provision in the Graduate School	researcher career development and supervision is appropriate and relevant to the needs of research staff. Encourage research managers and Principal Investigators to utilise **on-line support material and external training** where appropriate. Further support will be developed and offered to Principal Investigators to establish a good practice baseline across Faculties/research groups.	Via network groups from October 2013 Structured support from October 2014	Training and development opportunities accessed through new single entry point: `Researcher Development at Kent' website (beta site testing June 2015) University and external Management and Leadership programmes promoted to researchers and research managers. Increased promotion of Graduate School and UELT programmes to all research staff. Specifically the Researcher Development Programme Valuing Everyone programme Extended University transferable skills programme Increased provision of Careers and Employability Service support for researchers. Including guidance on `careers outside academia' and linked mentoring Increased promotion and take-up of Vitae resources: both on-line and courses / events. Extended 1-1 advice from HR and RS on the management of researchers / individual cases	Link to the researcher development on-line resource in all new University employment contracts for researchers, `information for new staff' and induction resources. Assess: website analytics, participation numbers and researcher surveys Best-practice Schools-based careers guidance to be shared via web resource Wider awareness of University mentoring service Respond to 2015 survey findings on the management of researchers	From June 2015 March 2016 From June 2015 Following May 2015 RDWG	RDWG Learning & Develop. Research Services Graduate School UELT EDI Careers Service

2.4	Organisational systems must be capable of supporting **continuity of employment** for researchers, such as funding between grants, other schemes for **supporting time between grant funding**, or systems for redeploying researchers within organisations where resources allow. Funders are expected to make it a priority to consider how their policies, guidance and funding can be enhanced to help employers to achieve this objective	The University is committed to the on-going employment of all of its employees as far as is reasonably practicable. However, it is recognised that circumstances may arise where changes either in organisational requirements or in the personal circumstances of staff may necessitate the redeployment of staff to other roles within the University (Redeployment Policy) In addition, within the limits of the University's devolved budgeting system, Kent is exploring the potential for 'bridge funding'. It already does this on a small scale; for example, using the PVC Fund to provide match funding for ECRs who apply to Leverhulme Early Career Fellowships.	The University is actively looking at possible funding arrangements for bridging funding. Develop better **workforce planning**, for the identification and retention of key researchers. HR is looking at developing systems to address this based on monitoring of funding expiry dates. Clear **criteria** to help researchers to develop their skills and experiences which are valued by the University and can support sustained employment. Promote the use of on-line **career advice** for researchers e.g. PI.	On-going October 2015/16 (After Phase 2 of 'Staff Connect' Via networks from Oct 2013	Under devolved budgeting at Kent, Schools support short term appointments such as those suggested in the Concordat – based on active forward planning. Clear **criteria** identified through RDF with a particular focus on transferable skills 2015 survey Q12 shows increased awareness of RDF (31% aware compared to 18% in 2013) Career resources (both on-line and face-to face) promoted through `Researcher Development at Kent' website.	Workforce planning for researchers at revised Phase 2 of Staff Connect Continue to encourage use of RDF through website, networks and RPD Assess: 2016 Survey & researcher groups (Staff Connect) Promote continuity of employment support through website and researcher networks.	From late 2016 Ongoing March 2016	Schools Director of Financial Planning Research Services Human Resources PVC Research & Innovation RDWG Careers Service
2.5	**Pay progression** for researchers should be transparent and in accordance with procedures agreed between the relevant trade unions and the employers nationally and locally. In HEIs, pay progression will be in accordance with the Framework Agreement, though recognising the flexibility that institutions have in implementing the	All categories of staff, including career researchers are progressed automatically in compliance with the Framework Agreement (Further information at UCEA website)	Communicate the research career pathways and promotion procedures for Researchers to Researchers themselves, PIs, Heads of School and School Administration Managers.	Ongoing annually	Career pathways currently promoted through RS and HR websites. Pay progression information on HR website. University promotion briefings ECRN event on promotion and progression. Athena SWAN awareness events: `Perspectives on Promotion' and `Career Planning For Early Career	To also be part of the Researcher Development at Kent website. To identify options for specialist researcher careers advice / surgery	From June 2015 By March 2016	Human Resources Faculties & Schools

	Framework				Researchers'			
2.6	Researchers need to be offered **opportunities to develop their own careers** as well as having access to additional pay progression. Promotion opportunities should be **transparent, effectively communicated** and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies	The 2013 Researcher Development Survey identified that only **26% of staff had progressed through Grade Scales (**Q9), although nearly half of our researchers are new to the University having been here for 1 year or less. Internally, the University website advertises posts and the skills required. However Researchers need **better briefing on how this information can be accessed** and for this to **feature in induction and RPD** processes.	Encourage and monitor RPD uptake by Principal Investigators and researchers. Improve targeting of the researcher community for internal recruitment and development.	annual survey from Feb 2013 HR 'Staff Connect' data from 2015	Use of RPD: see 2.1 above. 2015 Q32 survey shows that 39% of respondents have progressed through Grade Scales compared to 26% in 2013. Compared to 2013 - a smaller proportion (18%) of respondents to the 2015 survey have been at Kent for 1 year or less (Q3). Enhanced communication of both promotion and wider job / career opportunities through, for example: `Careers outside academia' workshop pilot and Researcher Development website	Researcher Development website launch Assess: 2016 Survey, web analytics (Staff Connect) Assess: participation numbers and 2016 survey Link to the researcher development on-line resource in all new University employment contracts for researchers, `information for new staff', induction and RPD Respond to 2015 survey findings on career development	By March 2016 (After early 2016) March 2016 From June 2015 website launch Following September 2015 RDWG	Human Resources RDWG

C. Support and Career Development

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

no	Concordat Paragraph	Existing evidence of compliance at 2013	Actions required from 2013	2013 Timeline	Progress at 2015	Actions required from 2015	2015-2017 Timeline	Institutional Lead
3.1	It is recognised that positions of permanent employment are limited in the UK research and academic communities and that not all researchers will be able to obtain such a position. It is, therefore, imperative that researcher positions in the UK are attractive in themselves (and not, for example, solely as potential stepping stones to permanent academic positions). This requires that they provide career development which is comparable to, and competitive with, other employment sectors	The present offer of training through the Graduate School, the Unit for Enhancement of Learning and Teaching and Human Resources (learning & Development) and Research Services covers a range of development opportunities relevant to researchers. Analysis of the Researcher Development survey revealed that nearly **30% of researchers felt that fixed term contracts were a barrier to accessing personal development** (Q6). The university recognises that it **needs researchers to be more aware of, and make more use of, these available opportunities** as well as for new opportunities to be developed to focus on the needs of the researcher community.	A Researcher Development Programme **to integrate** a range of training opportunities in research related/transferable skills and specialist career guidance. Programmes will be reviewed against the Vitae Researcher Development Framework. The Programme will draw on existing provision for PhD students and research leaders. Promotion of events and access to support to be made primarily through new researcher networks and training programmes. Monitor training offer/uptake to ensure it meets researcher needs. Integrate the new Researcher Development Framework (RDF) to current development themes and existing processes.	Review current offer from June 2013 From October 2013 From January 2014 October 2014 June 2015	The **integration** of training opportunities and other career support has been the core focus for RDWG over 2014 – 2015. Central to this is the new researcher development on-line resource centre Promotion through researcher networks and core training such as RPD. Development opportunities have been emailed to all researchers mailing list and via the Early Career Network 2015 survey (Q25) shows that 37% of respondents think that a fixed-term contract is a barrier to accessing personal development. 30% in 2013. RDF integrated through RPD. 2015 survey Q12 shows increased awareness of RDF (31% aware compared to 18% in 2013) Increased provision through the Research Services Early Career Researcher Network University mentoring scheme	Roll out and development of on-line resource centre Assess through, web analytics, researcher groups and 2016 Survey Extend pilot programmes (for example `careers outside academia', mentoring and researcher participation in University management and leadership programmes. Assess: participation.) To be addressed through roll-out of the on-line resource centre: reduce perception of this barrier Continue to build awareness of RDF, Vitae and University provision – assess: new survey questions 9 to 15	From June 2015 March 2016 March 2016 survey March 2016 survey	RDWG Human Resources (L&D) Research Services Graduate School UELT CES Schools

			Identify opportunities to engage with academics in coaching, mentoring and supporting researcher development.		adapted and tailored to researchers. Pilot briefings delivered and appropriate revisions made.	Assess: participation		
3.2	A wide variety of career paths is open to researchers, and the ability to move between different paths is key to a successful career. It is recognised that this mobility brings great benefit to the UK economy and organisations will, therefore, wish to be confident that their culture supports a broad-minded approach to researcher careers and that all career paths are valued equally	Human Resources at Kent has developed a Researcher Development and Support Pathfinder that maps out the help, support and policy framework that researchers can use to develop their careers in whichever direction they choose. In addition, it offers an 'open learning programme' (details here) which researchers can access for transferrable skills necessary for moves between different roles and paths. Finally, the University has a strong system of **mentoring** within Schools, as well as a careers advisory service, to nurture the development of researchers towards the most appropriate career path for them.	HR will continue to monitor existing training provision to ensure it meets the needs of research staff and supports career development. The University will review academic career pathways; built into these plans is the expectation of movement between career paths, for example researchers moving to Teaching & Research roles or to Teaching & Scholarship, or Professional roles as appropriate. Human Resources will **communicate these pathways** to current and new Research staff with involvement of the Faculty Research Directors.	Ongoing	Pathfinder now extended into a more comprehensive `Researcher Development at Kent' web-based resource. Transferable skills for researchers supported by, for example, L&D Programme; DMS and CES. Higher awareness of Vitae provision and promotion of external training supported by new Researcher Development Grant. In addition to the system of mentoring within Schools, since 2013 the University has developed and extended its University-wide mentoring service. Where a mentor outside the immediate specialism has the potential to support a researcher's career development (transferability) – this has been offered. Career option pathways communicated by HR .	Roll out on-line resource centre Assess through web analytics, participation, researcher groups and 2016 survey Extend mentoring pilot beyond Science Faculty Assess through participation, researcher groups and 2016 survey	From June 2015 March 2016 March 2016	RDWG Learning & Develop. Faculty Directors of Research, CES Human Resources
3.3	Employers, funders and researchers recognise that researchers need to **develop transferable skills**, delivered	Kent's Reflect-Plan-Develop appraisal process, launched in March 2013 provides a tool for researchers and research managers to discuss career plans and the identification of	**Analyse Researcher Development 2013** survey to inform University practice in supporting Research Staff. Map out a **Researcher**	2013 and annually thereafter Ongoing	2013 survey showed low awareness of both national (Vitae) and Kent researcher development provision > Researcher meetings have		June 2015	RDWG Learning & Develop.

	through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter	required development needs. All research staff are emailed regularly to highlight relevant development opportunities. One to one career advice is available to all researchers with career advisers. The University's LASR leadership programme will become increasingly important route for Research Team Leaders to in develop transferrable skills in members of their teams. Our 2013 Researcher Development survey revealed that **43% of staff take up the offer of induction** (14), which indicates improvements in uptake since 50% of staff are new to the University and have engaged with the updated induction processes which were revised in 2011.	**Development Programme**, based on current offerings from Graduate School, UELT and L&D showing **training opportunities in research related/transferable skills and specialist career advice.** Kent work closely with research councils and other funders to understand and ensure the shaping of opportunities for career development of researchers. **Improve uptake of existing induction** processes and events to inform researchers and managers.		increased awareness (RDF: 31% aware compared to 18% in 2013. Nearly 50% of researchers are aware of Vitae (Q11) A comprehensive Researcher Development Programme available through the `Researcher Development at Kent' website. This programme is based on content from across the University and externally. Where required – researcher development provision is addressed in funding applications. **REF Environment Template** (REF 5) Section c. People, i. *Staffing strategy and staff development* has been reviewed to identify any correlations between REF outcomes for each School and the level of career development and support to researchers in each School The Researcher Development Survey 2015 survey (Q16) shows increased participation in induction 49% (2013: 43%)	Continue to increase awareness (assess) Website launch following beta-testing in June 2015 Measure impact through participation, annual survey of researchers and researcher meetings Develop plans for working with individual Schools as required Evaluate proposal for a researcher welcome event (alongside continued researcher participation in the University induction events). Participation.	March 2016 March 2016 After September 2015 RDWG After September 2015 RDWG	Research Services Learning & Develop.
3.4	All employers will wish to review how their staff can access **professional, independent advice**	See information in 3.2 and 3.3 Research Staff are encouraged to engage with career development opportunities. All researchers are assigned	Communicate development opportunities to researchers and Principal Investigators. Support PIs in management	Ongoing Ongoing	Researcher Development website Extended CES support	Evaluate options for external specialist careers adviser surgeries.	Through 2016-2017 Identify pilot before March 2016	RDWG CES

	on career management in general, particularly the prospect of employment beyond their immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors	mentors to support them in their development, and a system of annual appraisals allows them to discuss appropriate training and development opportunities. Over 50% of Kent's researchers revealed that they have a professional mentor (Q16 Researcher Development Survey 2013)	of research staff, managing expectations and offering career support within/outside academia.		`Careers outside academia' pilot School-based careers support Alongside professional mentors, researchers are now offered mentoring support **beyond immediate discipline** to broaden awareness of other fields (transferability) Both 2013 (Q16) and 2015 (Q20) show that around 50% of respondents had access to a mentor	`Careers outside academia' roll out RDWG and on-line resource to share best practice across Schools Increase take-up of mentoring. Assess: participation and 2016 Survey Mentoring meetings highlight a specific interest in **placements** to broaden awareness of other fields. This is a particular challenge for the University given the structure of the East Kent economy. To be explored with Kent Innovation and Enterprise, Kent Business School (links with local businesses) and Vitae.	survey By March 2016 Piloted placements by 2017 review	Learning & Develop. RDWG (KIE) (KBS)
3.5	Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies should assist researchers to make informed choices about their career progression by	Within Kent's Reflect-Plan-Develop (RPD) appraisal process we direct staff to a Personal Development Planning tool. This provides a framework for each individual to have a discussion with their manager/supervisor or professional mentor. The process has been designed	From 2014 there will be **annual monitoring of the implementation of RPD** for research staff through focus groups and survey/gap analysis. In 2015/2016 the University's 'Staff Connect' HR system will enable collation of RPD data to inform future	Ongoing From October 2015	(Revised timetable for Staff Connect) The Researcher Development Survey 2015 survey shows 65% of researchers are aware of RPD with 40% having so far used the new system (Q38 Q39).	RPD training for researchers Assess: participation and 2016 survey Staff Connect monitoring of uptake of RPD	March 2016 Following revised launch of Phase 2 of Staff Connect (late 2016)	RDWG Human Resources Staff Connect

	ensuring that their own **policies and processes for promotion and reward** are transparent and clearly stated and that all researchers are aware of **local and national career development strategies**	to ensure that it is clear and transparent, and provides a context for constructive dialogue. Any career development discussion is encouraged within the Reflect-Plan-Develop appraisal process and reviewers are trained to be aware of the institutional context and the fit with faculty and school research plans. The University has revised its approach to remuneration, pay progression and promotion for academics to include research staff. This included consideration of other forms of recognition and acknowledgement, **including prizes.**	development plans. The development of **role expectation descriptions** for all career paths is intended to give greater clarity to staff over the requirements for RDF appraisal, promotion, progression and career development. Continue HR annual reviews of remuneration and promotion processes for research staff.		Role descriptions, policies and processes for promotion and reward clearly signposted through RS and HR websites. Increased awareness of Vitae RDF and associated career development strategies (2015 survey Q12: 31% aware. 2013 Survey: 18% aware) Nearly 50% of researchers are aware of Vitae (Q11) and of the Researcher Development Working Group at Kent (Q9) Research Prizes launched	Assess: 2016 Survey		
3.6	Employers should provide a **planned induction programme** for researchers, on appointment to a research post, to ensure early effectiveness through the **understanding of the organisation and its policies and procedures**. They should also ensure that research managers provide effective research environments for the training and development of researchers and	All new staff at Kent are invited to the Staff Induction and Information Fair to become aware of these policies and opportunities. Areas such as Health and Safety and HR policies, trade Union contacts and other staff societies are presented. Staff can access representatives of various University services (Unions, Kent Innovation and Enterprise, UELT, Information Services, Sport Centre, Pensions and Payroll Language Services (CEWL) Mediation Service etc). An induction pack issued at the event includes the document 'Useful Information for New Staff'.	Monitor the effectiveness of induction at all levels. Provide support to PIs to engage productively (and at an early stage) with new researchers and to use available staff information and checklists as Good Practice.	Annual review from Autumn 2015	The Researcher Development Survey 2015 survey (Q16) shows increased participation in induction 49% (2013: 43%) To support provision in Schools - RDWG and the Researcher Development website provide a central development resource including a specific focus on support to new research staff at Kent. Induction is now underpinned by the enhanced probation programme (February 2014) for **all** new staff.	Evaluate proposal for a researcher welcome event (alongside continued researcher participation in the University induction events) Continue roll out and development of the Researcher Development website (web analytics)	After September 2015 RDWG From June 2015 Assess: March 2016 Survey	RDWG Research Services RDWG Learning & Development Human Resources

	encourage them to maintain or start their continuous professional development	Research managers are encouraged to use the 'Induction checklist for Academics and Researchers' which refers to various policies and sources of information for staff. Research managers use local induction to familiarise staff with technical requirements of their work environment. Annually, all staff joining in the previous 12-15 months are invited to an Annual Induction by the Executive Group which provides new starters with an institutional overview including University strategy and its plans for the future. Professorial promotions now require individuals to demonstrate how they support and develop staff capabilities in teaching and research.			REF Environment Template (REF 5) Section c. People, i. *Staffing strategy and staff development* underscores the importance of development.	Further analysis of REF outcomes in relation to Section c. People / development. Funder requirements. Assess: REF 2020	After September 2015 RDWG	RDWG Research Services Learning & Develop.
3.7	Employers and funders will wish to consider **articulating the skills that should be developed** at each stage of their staff development frameworks and should encourage researchers to acquire and practise those skills. For example, researchers may be given the opportunity to	The University offers staff a Research pathfinder to access relevant developmental options (link). However the 2013 researcher Development survey (Q15) revealed that that fewer than **20% of researchers were aware of the Vitae Researcher Development Framework**. Nevertheless, demand for development is high. The 2013 Researcher Development	**Raise awareness of the Vitae RDF** (e.g. through network events) as a basis for considering how to develop their skill set and experience. Explore how existing	From October 2013 From June 2014 From January 2015		Pathfinder developed and extended to become the `Researcher Development at Kent' resource. Q12: Increased awareness of RDF (31% aware compared to 18% in 2013) Responding directly to The 2013 Researcher survey: new development support in career management, communication/dissemination n, public engagement,	Continue roll out and development of the Researcher Development website and associated programmes Assess: 2016 Survey	From June 2015 March 2016	RDWG Human Resources Research Services Graduate School

	manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students	survey identified that over 50% of staff would like development in career management, communication/dissemination, public engagement, leadership, knowledge exchange, research impact, and supervision of students (Q12).	**mentoring** can further support researchers in career development in key areas. Include network events for Research managers/PIs in mentoring on these key areas.		leadership, knowledge exchange, research impact, and supervision of postgraduate students. The Researcher Development Fund specifically targets (amongst others) those who are taking on mentoring, coaching or leadership roles.	Increase awareness and take-up of Public Engagement with Research Fund and Researcher Development Fund	Monitor uptake and at 2016 survey	
3.8	Employers also should provide a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements	51% of staff have a professional mentor (2013 researcher Development survey, Q16) However over 80% of staff are not clear about what opportunities exist for career progression at Kent, although of one third of these people have been at the University for less than 1 year (Q13). Kent has a current focus on improving the position of women in terms of recruitment, retention, progression, mentoring, engagement and well-being. Through the Science Faculty Athena SWAN initiative. It is expected that Athena SWAN good practice can be transferred to other faculties beyond 2013.	In the first instance, career development opportunities to be **made visible** to research staff. **Reflect-Plan-Deliver** briefings in faculties with advice on researcher career development discussions. Develop internal network events (researcher forum) on career development with input from mentors/PIs. Monitor implementation through Staff Survey and outputs of RPD. A review of how research managers/Principal Investigators can be encouraged / recruited into the existing Kent mentoring network.	Current, for implementation 2013-15	Improved visibility of career development opportunities through `Researcher Development at Kent'. RPD training specifically addresses the needs of researchers. Mentoring networks briefing specifically for researchers developed and delivered. Option for researchers of professional mentor or mentor from elsewhere in the University to assist consideration of career mobility. School-based support includes preparing for promotion; CV surgeries, how to read a job description, example applications, 1:1 career planning discussions	Explore options for career development events provided by external expert. Develop RPD training specifically for researchers. Assess: participation Researcher Development at Kent website to share best practice across the University Assess: web analytics, researcher groups and 2016 survey	Through 2016-2017 Identify pilot before March 2016 survey January 2016 After June 2015	Human Resources; Learning & Develop. RDWG CES

| 3.9 | Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and increasing the skill and effectiveness of researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the training of researchers is a significant contribution to research output and they encourage employers and mentors to adopt these practices | The Researcher Development Survey revealed that although nearly 40% of staff have been trained in research skills and techniques (via PhD etc) and teaching/lecturing, fewer than 15% had development in **personal effectiveness, collaboration, communication/ dissemination, public engagement and supervision of doctoral students** (Q12).

Annual reviews offer a process for developing a discussion on development with a professional mentor/supervisor. 45% of staff have had an appraisal (2013 survey, Q7), although over a third of staff are still within their first year at the University, so may not have had reached the appraisal cycle.

Kent's new Reflect-Plan-Develop appraisal system launched in March 2013 puts a greater emphasis on development activity and encourages self-reflection on training and skills plans. First appraisals under this scheme run in the March to July period to fit with research planning | Monitor effectiveness of RDP appraisal and analyse uptake via new HR Staff Connect from 2015.

Allow staff (focus groups) to reflect on RPD outcomes and determine **generic themes for a researcher development programme.**

On-going development of training provision for Research Staff –responding to RPD outcomes and management requirements.

Encourage applications from research staff for funding for existing training/development.

Instigate **an institutional fund** for specialist training for researchers. | Annual from 2015

from October 2013

from January 2014

Via networks Oct 2013 Spring 2013 | Responding to The 2013 Researcher survey: development support in personal effectiveness, collaboration, communication/ dissemination, public engagement and supervision of doctoral students. 2015 survey Q17 shows levels of respondents undertaking these remained broadly steady overall.

Researcher forums have helped shaped generic themes for a researcher development programme to be accessed through the `Researcher Development at Kent' website.

Researchers also have access to L&D programmes covering transferable personal effectiveness skills (for example: Dealing with Difficult Situations; Making the Best of your Time; Presentation Skills) and School / centre-based programmes such as `Writing for a lay audience'

Strengthening of link between University of Kent RPD and Vitae RDF

Institutional fund for training for researchers set up and being used. 2015 Survey Q18: 43% awareness | Increase take-up of these programmes through RPD and Researcher Development at Kent website

Assess: participation, researcher groups and 2016 survey

Further publicised to researchers through the on-line resource centre

Assess: participation, 2016 survey (Staff Connect training records)

Monitor awareness and take-up of Fund (applications and 2016 Survey) | After June 2015

March 2016 and after revised launch of Staff Connect Phase 2 (late 2016)

Monitor uptake and at 2016 survey | Human Resources

RDWG Human Resources (Learning & Develop.)

PVC for Research and Innovation |

C. Support and Career Development (continued...)

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

no	Concordat Paragraph	Existing evidence of compliance at 2013	Actions required from 2013	2013 Timeline	Progress at 2015	Actions required from 2015	2015-2017 Timeline	Institutional Lead
4.10	Researchers should be empowered by having a **realistic understanding of, and information about**, their own career development and career direction options as well as taking **personal responsibility** for their choices at the appropriate times. Employers should introduce **appraisal systems** for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is important that researchers have access to **honest and transparent advice** on their prospects for success in their preferred career	The annual RPD offers an opportunity for an informed and constructive dialogue on both the nature of the staff member's contribution, and his/her career plans.

One third of research staff at Kent have had a career development discussion with their mentor (Researcher Development survey 2013, Q24). Greater uptake of local support is needed.

The **Early Career Researcher Network** (ECRN) which needs adapting to consider the needs of other research staff, already offers materials of general interest to researchers across Kent | Extend the existing network forum for researchers and utilise existing timetabled events to **communicate development** pathways and opportunities.

Monitor effectiveness of **RPD** and analyse data collected from Staff Connect, and staff surveys.

All research staff to be informed (by email or through network meetings) of relevant development opportunities.

Analyse participation in networks and the benefits of participation. | 2013 onwards | Direct email, researcher forums and existing events used to widen awareness of opportunities.

Researcher group forums helped scope Researcher Development at Kent on-line resource

The Researcher Development Survey 2015 survey shows 65% of researchers are aware of RPD with 40% having so far used the new system (Q38 Q39).

2015 survey (Q36)reported an increase to 45% in research staff that have had a career development discussion with their manager or mentor

2015 Researcher Survey: 71% awareness of ECRN (Q13) and (Q14) Grants Factory 82%

School-based initiatives such as CV surgeries, how to read a job description, example applications, 1:1 career planning discussions | Continue to increase awareness through researcher groups and on-line resource centre

Assess: web analytics, participation, researcher groups and 2016 Survey

Detailed analysis of RPD participation using Staff Connect

Assess: 2016 Survey

Ongoing Assess: 2016 survey

Best practice to be shared across all Schools – through Researcher Development at Kent and ECRN | From June 2015

After late 2016

Ongoing

From June 2015 | Human Resources;

RDWG

Graduate School

UELT

Research Services |

| 4.11 | Employers will wish to ensure that developmental activities open to researchers include **preparation for academic practice**. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not unduly disadvantaged when moving from one employer to another | An accredited 'teaching for researchers' qualification has been developed at Kent offering a training opportunity to researchers to develop teaching related skills.\n\nOther accredited learning and teaching courses can be attended depending on teaching commitments/load.\n\nThe 2013 survey of Researcher Development has identified a number of issues in terms of demand, access and uptake of teaching qualifications.\n\n\n\n\n\nOther areas include enterprise training. Courses are currently available which Postdocs can attend. | Evaluate the effectiveness of training provision in this area regularly. Seek evidence that demonstrates impact on career development of research staff.\n\n\n\n\n\nEncourage applications from research staff for **funding** for existing training/development. | Ongoing and enhanced by using survey data from March 2014 | RDWG is represented on the UELT group taking forward the HEA – PSF at Kent.\n\nAccess to teaching qualifications continues to be on the basis of teaching hours.\n\n\n\nThe 2015 survey suggested reduced interest in training for teaching and lecturing (Q17 – 35% `of no interest to me currently' plus further 10% `not applicable')\n\nLaunch and uptake of Researcher Development Fund (and through this highlighted availability also of the University CPD fund). 43% awareness (Q18)\n\nEnterprise training has been extended with the setting up of the Kent Enterprise and Impact Network (KEIN). This is specifically marketed to researchers. | Develop provision of teaching qualifications to relevant research staff – building on the Eastern ARC model of access to limited teaching duties and participation in the PGCHE programme so allowing completion of the probationary requirements for academic teaching and research staff at the earliest opportunity.\n\nExplore this finding through research groups. Assess 2016 survey\n\n\n\nIncrease awareness of funds. Assess: participation and 2016 Survey\n\n\n\nAssess: participation numbers | After September 2015 RDWG\n\nAssess: March 2016 | UELT\n\nHR (L&D)\n\n\n\n\n\n\n\nKent Innovation and Enterprise |
| 4.12 | Employers will ensure that where researchers are provided with teaching and demonstrating | UELT provide several opportunities for research staff dependent upon the teaching load (hours) commitment.\n\nATAP, short courses and full | Evaluate the effectiveness of training provision in this area regularly. | Ongoing | See 4.1 above for details on access to teaching qualifications and Eastern ARC template.\n\n2015 survey shows that 22% | | | UELT\nHR (L&D) |

	opportunities as part of their career development, suitable training and support is provided	PGCHE are available according to eligibility The 2013 Researcher Development survey revealed that only 30% of researchers feel that the University values their contributions to teaching (Q8), although 40% have had teaching training (Q12) and 33% want training in the future.			of researchers feel that the University values their contributions to teaching (Q4). However, a higher proportion of 2015 respondents indicated this is not relevant to them (35% compared to 25%) Q17: 35% training for teaching `of no interest to me currently' plus further 10% `not applicable'	Explore this finding through research groups and assess: 2016 survey	March 2016	
4.13	Employers and researchers can often benefit if researchers have an **input into policy and practice** through appropriate representation at staff meetings and on organisation or management committees	The University committee responsible for the strategic policy and direction of research is the Research & Innovation Board. Key within its remit is the development and wellbeing of the research community. As such they are represented by a Research Staff Representative, who is chosen in consultation with all contract staff at the University. In addition, the ECR Network provides a forum for both researchers and lecturers to discuss issues affecting them, which can then be fed back to senior staff and research managers.	To review the selection and involvement of research staff on the Research & Innovation Board. To formalise the discussions at the ECR Network into regular feedback sessions by establishing a termly 'Question Time' for the Executive Group.	On-going from 1 August 2014	Contract & Research Staff representative on the Research & Innovation Board Research Staff have significant representation and roles on RDWG. Direct feedback link from ECRN to RDWG (for example the recent workshop on `dealing with rejection' has prompted RDWG to focus on the issue of job applications) Researcher Focus Group for input to new University HR Strategy. Starting soon after his appointment: from January 2015 PVC R&I is visiting every School to meet staff involved in research.	Use ECRN to highlight other priority issues for researchers Assess: completion of PVC meetings	Ongoing By September 2015	PVC for Research & Innovation Director of Research Services. RDWG
4.14	**Mentoring** arrangements should be supported by employers as a key mechanism for career development and enhancement	The University's Research Strategy requires all researchers to develop clear short and longer-term career plans which form the basis of discussion at regular individual **research planning** meetings.	Encouragement of Personal Development Planning through **the RPD** appraisal process will be monitored. Managers attending current leadership training are	Ongoing as part of RPD launch since March 2013	See 3.5 above for information about RPD for researchers (including links to Research Plans and PDP)		From June 2015	Human Resources; Faculties

		These will now be integrated in Kent's new **Reflect-Plan-Develop** appraisal process. Kent has developed a **mentoring network** and this is seen to be made increasingly available with some involvement of the academic community The 2013 Researcher Development survey revealed that 51% of staff had access to a professional mentor in Kent. However, implementation of individual research planning and review is uneven at present.	encouraged to use PDP as a key tool for career development. This can be encouraged for research staff. Nurture and develop professional **mentoring** by research managers and peer mentoring by research staff.		See 3.2 above for details about mentoring for researchers.	Extend mentoring for researchers pilot and access to core University mentoring scheme Assess: participation numbers and 2016 survey	March 2016

	D. Researchers' Responsibilities							
	Concordat Principle 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.							
no	Concordat Paragraph	Existing evidence of compliance at 2013	Actions required from 2013	2013 Timeline	Progress at 2015	Actions required from 2015	2015-2017 Timeline	Institutional Lead
5.1	Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers	Job profiles for researchers describe the skills that should be developed at each grade of research staff employment. The vast majority of researchers at Kent wish to continue to develop **careers in academia**. 60% wish to proceed in an academic role and 28% as a researcher in HE (2013 survey, Q19). Few Kent researchers have **written formal personal development plans** (Researcher Development survey 2013, Q23) and this needs to be encouraged further through Kent's PDP tools within the Reflect-Plan-Develop process	**Increase awareness** in researchers on how to develop research capability through networks/forum meetings. Monitor implementation of revised RPD; analyse data.	Annual using network meetings (from Oct 2013)	2015 Researcher Survey: 71% awareness of Early Career Researcher Network (Q13) and (Q14) Grants Factory 82% See 3.5 above for information about RPD for researchers (including links to Research Plans and PDP) As in 2013, the 2015 researcher survey (Q33) shows that 60% wish to proceed in an academic role. 31% are undecided (new option) 2015 Survey – (Q35) more respondents report writing formal personal development plans (22%)	Encourage and monitor participation in Networks, RPD and development planning (assess: through Staff Connect and 2016 Survey) Share best-practice on **academic career support** provision across Schools. Careers & **employability support** - particularly for those that are undecided	2016 survey Staff Connect late 2016 Participation and 2016 survey	RDWG Research Services Human Resources Faculty Directors of Research, School Directors of Research
5.2	Researchers should develop their ability to transfer and exploit knowledge where appropriate and facilitate its use in policy making and the commercialisation of research for the benefit of their employing organisation, as well	Kent Innovation and Enterprise focuses on engaging the University with the requirements of business, industry and public sector organisations. KIE run initiatives including 'Ideas Factory' to enable researchers including post docs to buy time to further ideas with industrial/commercial potential.	Encourage research staff to engage with entrepreneurial, knowledge exchange initiatives, including Enterprise and Impact training and development. Publicise opportunities for all academic staff to develop plans for enterprise, impact and knowledge exchange; include elements in briefings for the PDR and research	Enterprise & Impact training events in 2014/2015 via networks from October 2013	Enterprise & Impact training has an increased profile since 2013 – achieving the largest participant group in 2014 and high numbers in 2015. Responding to requests from participants the University has set up the Kent Enterprise & Impact Network, termly sessions providing the opportunity to connect with like-minded colleagues in an informal environment	Assess: participation numbers Use KEIN as a model for other semi-structured and `bite size' development events for researchers	Each academic year 2015-2016 academic year	PVC Research & Innovation Kent Innovation and Enterprise Deans and Faculty Directors of Research

	as the wider society and economy as a whole	Enterprise & Impact training was piloted in autumn 2012 and will be repeated in April 2013. The University has a Knowledge Exchange (KE) Strategy which establishes the principle that research staff should engage in KE activity. KE activity is also embedded in the University's institutional plan (link).	planning.		Maximise your research impact There has been a particular focus on inviting and engaging research staff with both the annual training and with the new network. Promoting access to Vitae enterprise resources.	To extend awareness of these development opportunities (and more) through the on-line resource centre Assess: participant numbers and 2016 survey	From June 2015 March 2016	HR (L&D)
5.3	Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner and to contribute to the wider body of knowledge	Although the University has clear processes for maintaining ethical standards in all research Activity, it is clear that the understanding held by PIs needs to be more widely disseminated across research staff. Research ethics feature in the Academic/Researcher staff checklist. Ethics briefings are given to research staff by Kent Research Services staff on request, although this can be better disseminated through a researcher network.	Offer support and relevant training on research governance and research ethics (including informal briefings through researcher networks). Review practices followed by relevant sub-committees.	Briefing via researcher networks from Jan 2014	Participation in Vitae South East Researcher Development (SERD) 'Training in Research Integrity' Training sessions in research ethics and integrity, a session for supervisors of research students and on-demand training sessions for staff and students Individual advice and guidance on research ethics and governance issues, covering all stages of research activity. The Research Ethics & Governance Committee continues to oversee the devolved research ethics review system by setting policy and providing a forum for the sharing of best practice.	On going Assess: participation numbers meeting demand.	On going	Research Services Ethics & Governance Officer
5.4	Researchers should also be aware that the skills and achievements	Research job descriptions describe the skills that should be developed at each grade of research staff employment.	Map out a Researcher Development Programme to **make visible the strands of training and development**	From 2014	`Researcher Development at Kent' includes user journeys linked to the stages of a research career.	Roll out of on-line resource centre from June 2015		RDWG Human Resources;

	required to move on from a research position may not be the same as the skills and achievements which they displayed to reach that position	The 2013 Researcher Development survey revealed a **low awareness of the Vitae RDF** and effort should be made to enable researchers to engage with this tool.	**which can be accessed by researchers as they progress in their careers**. Monitor implementation through RPD feedback, and staff surveys.		Increased awareness of Vitae RDF and associated career development strategies (2015 survey: 31% aware. 2013 Survey: 18% aware)	Assess: 2016 survey	March 2016	HR (L&D), UELT, Graduate School
5.5	Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should **identify training needs and actively seek out opportunities** for learning and development in order to further that career and take personal responsibility for their choices. Research managers and employers also have a responsibility to provide honest advice and appropriate structures, and to **equip researchers with the tools to manage their own careers**. Research managers should encourage research staff under their supervision to attend appropriate training and career development courses and events	Kent offer a range of development opportunities and support services for research staff including activities summarised in the researcher pathfinder and Unit for Enhancement of Learning and Teaching (UELT) and Graduate School offerings. However the 2013 Researcher Development survey shows that **visibility of this offer is low.** The Kent researcher community has shown interest in attending networks/ forum meetings to discuss these issues, so clear opportunities to improve awareness can now be planned.	Continue monitoring the effectiveness of development provision for research staff.	Review current offer from June 2013	Responding to this finding from the 2013 survey: **improving visibility and ease of access** has been a **key priority for RDWG**. Over 2014 RDWG held networks/ forum meetings across Faculties – resulting in: The `researcher development at Kent' website to increase visibility and promote access to a comprehensive learning and career development resource drawing together provision at Kent, externally and on-line. Feedback forms completed during the meetings showed that these sessions were useful for increasing visibility of **existing** provision. The website is designed to support researchers in taking individual responsibility for identifying their training needs and finding opportunities to address them. New researcher development fund to enable access to external training and development.	Complete website testing Launch website Assess through web analytics, participation, feedback to RDWG Faculty representatives, researcher groups and 2016 researcher survey	From June 2015 March 2016	RDWG Human Resources Research Services, UELT, Graduate School CES Kent Innovation & Enterprise

5.6	Researchers should ensure that their career development requirements and activities are **regularly discussed, monitored and evaluated throughout the year** in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers	All researchers are encouraged to develop a Personal Development Plan within Kent's revised [Reflect-Plan-Develop Scheme](). In Faculties, RPD discussions are aligned with faculty research planning processes from 2013 onwards. In RPD briefings in 2013 Research managers are signposted to the Kent researcher Pathfinders for development opportunities to discuss with research staff.	Examine good practice for career development planning for researchers and links to Kent Personal Development Plans and Vitae RDF (researcher networking events in 2013/14). Encourage researchers to follow Personal Development Planning using tools such as **Vitae's RDF**. Monitor uptake of Reflect-Plan-Develop and the effectiveness of career planning elements.	Research/ examine practice from April 2013 for network sessions in 2014 Annual from October 2013	See 2.1 above for details on strengthened links between RPD, PDP, Research Plans and Vitae RDF	From summer 2015 RPD resources and training will signpost the new `Researcher Development at Kent' resource. More precise monitoring of RPD uptake through Staff Connect – revised timetable	From June 2015 From late 2016	HR Learning & Development and RDWG Human Resources

E. Diversity and Equality

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

no	Concordat Paragraph	Existing evidence of compliance at 2013	Actions required from 2013	2013 Timeline	Progress at 2015	Actions required from 2015	2015-2017 Timeline	Institutional Lead
6.1	The UK legislative framework outlaws discrimination on the basis of age, disability, sex, sexual orientation, race or religion. It also requires public bodies to take positive steps to promote equality, based on evidence and priorities, and to develop specific schemes and action plans related to gender, race and disability to address specific issues of underrepresentation or lack of progression	Kent has a comprehensive Equality, Diversity and Inclusivity Policy and has published a full set of commitments in its EDI Reports / Action Plans. HR has a range of policies relating to staff (HR A-Z of policies) Kent specifically promotes staff networks for: EDI representatives (reps from all departments); women's network since 2004; disability staff network; LGBT network; Harassment contacts The University's executive group members are designated champions for each protected characteristic in the EDI agenda. Kent's Athena SWAN programme sets the agenda for women in sciences (Athena Swan working group) The University of Kent has been awarded 'University of the Year' at the inaugural National Student Pride awards in March 2013. Kent was voted the	Monitoring of EDI and links to specific staff groups (including researchers) will be improved by Kent's new 'Staff Connect' on-line HR system. This will increase our provision of available data, including trends, and will enable us to better identify areas of under-representation or lack of progression in relation to the Protected Characteristics (EA2010). The review and updating of policies and resourcing strategy is underway as part of the EDI agenda .	Ongoing with improved monitoring from January 2014 2012-13 ongoing to 2013-14 academic year	REF Equality Impact Analysis data Athena SWAN data Data in EDI Planning and Reporting (revised timetable for Staff Connect). Strong connectivity between HR Excellence in Research and Athena SWAN. Support to researchers is **evidenced** in Athena SWAN applications. RDWG is represented in many Athena SWAN fora and events. Since 2013 the University has achieved the institutional Athena SWAN Bronze award. Six of the seven Science Schools also now hold Bronze departmental awards. In the 2015 Stonewall Workplace Equality Index the University achieved a top 150 ranking for the first time. The University was ranked 15th out of 47 higher education sector institutions.	Monitor protected characteristics data – using Staff Connect	from early 2016	Human Resources Staff Connect EDI Athena SWAN

		winner due to its support for both LGBT staff and students. The LGBT Student Society and Kent Union to work in close partnership with other members of the University to develop an ethos of inclusivity and diversity within our staff and student community.						
6.2	As for society as a whole, UK research will benefit from increasing equality and diversity in the recruitment and retention of researchers. The Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds	Kent has reviewed gender representation for all grades of researcher staff (i.e. grades 6, 7, 8, 9) for all faculties as part of its specific Science Faculty Athena SWAN initiative.	Self-service data entry on the 'Staff Connect HR system will improve quality and comprehensiveness of EDI data across the full range of characteristics to enable more robust analysis against EDI objectives .	January 2014 as part of Staff Connect Phase 1	REF Equality Impact Analysis data Athena SWAN data Data in EDI Planning and Reporting (revised timetable for Staff Connect). Pay Audit in process 2014 REF Equality Impact Analysis - report on the characteristics of staff selected for submission	Monitor protected characteristics data – using Staff Connect Respond to findings of Pay Audit Implement Impact Analysis Action Plan	from early 2016 See timetable on page 13	Human Resources EDI Staff Connect
6.3	It should be emphasised that the demanding nature of research careers has a disproportionate effect on certain groups. We strongly recommend that all members of the UK research community actively address the disincentives and indirect obstacles to retention and progression in	Kent has improved its monitoring of gender balances and progression through the Athena SWAN initiative, extending general monitoring beyond Sciences to all faculties. Barriers to progression, such as inability to engage with **teaching training** and qualifications are being examined by HR, UELT and the Graduate School. A short course teaching module is now available alongside ATAP and	Monitor the implementation of all procedures on EDI Ensure that new researchers are aware of self-service disclosure of EDI data (*EDI work plan objective 17* p 28-32) and are enabled to raise concerns. An equal pay audit is included in work plan *objective 10* for EDI p28-32.	Ongoing January 2014 2014	(Revised timetable for Staff Connect) Pay Audit completed The University seeks to be pro-active in identifying those Kent researchers who can be developed into academic roles at the University and enabling them to perform effectively in open competition with external candidates.	Respond to findings of Pay Audit Monitor Eastern ARC Fellows career development planning		Human Resources Human Resources

	research careers which may disproportionately impact on some groups more than others.	PGCHE **Local network groups** are now established as a forum for discussion (e.g. Biosciences, Kent Business School) All researchers can apply for funding for external CPD, with agreement from the L&D manager and Head of School. Internal courses are accessible to all research staff as are **well-being** events (http://www.kent.ac.uk/sports/wellness/)			2015 Survey – 24% of respondents report that they do not yet have a (local) researcher network (ECRN excepted). 2015 survey: Awareness of UKRSA is low (10%). There is interest in an UKRSA group for Kent (63%) Researcher Development Fund in addition to CPD Fund Focus on researcher development through the on-line access point – including fuller well-being resources	On-line resource centre makes it easier to share good practice and access support in setting up local groups. Assess: web analytics, local groups set up if requested. Engage with researchers to take ownership for UKRSA at Kent Assess: participation and 2016 survey	2015 – 2016 academic year March 2016	RDWG
		REF training has been conducted for Equality, Diversity and Inclusion to remove obstacles to research staff.			REF Equality Impact Analysis Uptake and level of participation in the REF Equality and Diversity training seen as a positive by the University & participants EDI training widened through the Valuing Everyone programme.			EDI
6.4	Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements. Employers should	Kent has a set of family friendly policies which can be accessed by all eligible staff including researchers. Inductions events invite all staff to become aware of these policies and opportunities and the documents 'Useful Information for New Staff' and the 'Induction checklist for	We will achieve improvement of monitoring, reporting and data capture through the HR 'Staff Connect' HR System. We will raise awareness of policies through researcher network meetings.	Ongoing from January 2014 Via networks from October 2013	(Revised timetable for Staff Connect) 2015 survey (Q7 Q8) – 9 respondents had taken maternity leave. All respondents were positive / very positive about the process at Kent. Three reported some concerns	Monitoring through Staff Connect Follow up survey data on parenting leave Family friendly and flexible working policies further promoted	From early2016 From June 2015	Human Resources EDI RDWG

	recognise that for **parents and others who have taken career breaks**, (*inc. parental leave, part-time work, or atypical routes into research*), the "early career" period may be prolonged, and this may be a time where the risk of attrition from the research path is most acute. Working conditions should allow both female and male researchers to combine family and work, children & career	Academics and Researchers' makes reference to these. E&D are progressing a plan of compulsory training for managers, to enable understanding of demands placed on staff and the policies that the university applies.			about the completion of / support for research in their absence – balanced with positive comments about the package. Compulsory training ([Valuing Everyone](#)) has been extended to all staff.	through the researcher on-line resource centre Assess: 2016 survey (later through Staff Connect)	March 2016	
6.5	It is important for employers to respond flexibly to requests for changed work patterns and to resist instant refusals on the assumption that, because research has always been carried out in a particular way, it cannot be done differently	The University's policy on flexible working is applicable to all eligible staff, with 6 months employment ([link](#)) for which serious consideration is given to any request for flexible working in relation to care for a child, or adult in need of care ([Flexible working policy](#)). Refusal can only be made on the basis of eight specified grounds	Monitor the implementation of all procedures as part of EDI monitoring.	January 2014	University [flexible working: policy and procedure](#) : changes to reflect new national regulations from 30 June 2014.	Work-life balance policies and procedures to be further promoted through the `researcher development at Kent' on-line resource Assess: 2016 survey	From June 2015 March 2016	RDWG Human Resources
6.6	Funders should continue to ensure that their funding mechanisms and policies are adapted to changing diversity and equality legislation and guidance, for example	University policy for fixed term contract staff means that the University covers maternity pay (according to employee's eligibility) during the funded period. Fellowship Grants (NERC): Fellows are entitled to take	Review expectations and policies (*supports E&D work plan objective 8 p29-32*) funding councils and other funders in relation to parental leave.	October 2013	University policy is informed by the most recent guidelines from RCUK (January 2015) http://www.rcuk.ac.uk/RCUK-prod/assets/documents/skills/RCUKMaternityBriefing.pdf As part of the Athena SWAN submissions process the EDI			Research Services Human Resources EDI

	in their provision of additional funding and duration of grant to cover paternity and adoptive leave as well as maternity leave	maternity, paternity, adoption or parental leave in accordance with the terms and conditions of University employment. Consideration is given to allowing a fellowship grant to be placed in abeyance during the absence of the Research Fellow for maternity, paternity, adoption or parental leave, and the period of the fellowship extended by the period of leave. (links). Many funders commit to meet maternity leave payment costs where they are not covered by Statutory Pay arrangements. The same applies to paternity and adoption leave			team has produced a checklist to support the maternity / paternity /adoption policies and guide managers and individuals through the processes. This has been updated to reflect the recent legal changes and implementation of Shared Parental Leave effective from April 2015. 2015 survey (Q7 Q8) – 9 respondents had taken maternity leave. All respondents were positive / very positive about the process at Kent. Three reported some concerns about the completion of / support for research in their absence – balanced with positive comments about the package.			
6.7	Employers should aim for a representative balance (*gender, disability, ethnicity, age*) at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of a transparent equal opportunity policy at recruitment and at all subsequent career stages. Diversity should be reflected on selection and	The Equality, Diversity and Inclusion report identifies current employee representation across protected characteristics. Recruitment policy is outlined in applications information. The University's promotions committee is organised to have an appropriate gender balance and where possible this is aimed for in recruitment committees (see 1.4). At the very least, in Sciences, Athena SWAN has driven training in	HR Staff Connect to improve protected characteristics data. In Sciences there is a plan to **monitor gender balance of promotion candidates** and departments now monitor gender at recruitment application, interview and appointment stages. Extend good practice to other faculties.	From 2014 From December 2013 Ongoing	(Revised timetable for Staff Connect) School promotion panels (minimum of three academic staff - both male and female) report to the Faculty Promotions Committee showing that all staff have been considered (and identifying those eligible for promotion, but who have not made an application). Planning round reports include gender data for promotions applications at	Staff Connect On going	From early 2016 On going	Human Resources EDI Athena SWAN working group

	evaluation committees. What is 'representative' will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments, from a particular group to any given level should reflect the percentage in the available pool at the level immediately below	E&D for recruitment committee members in all schools. Each year the three Faculty's all partake in a formal planning round meeting with the Dean and other relevant stakeholders. The Human Resources department has provided data on 3 of the protected characteristics for both academic and administrative staff. The most recent data (Planning Round 2013 in February/March) included age, ethnicity and gender, with plans to extend this data to include other protected characteristics as soon as we have such data available to us (via the 'Staff Connect' system).	The Lesbian Gay Bisexual and Transgender (LGBT) network is looking to identify and promote role models to encourage colleagues to take opportunities for career development.		Faculty and University level. The SPP get data on how long staff have gone without promotion. LGBT role models campaign to challenge stereotypes and provide inspiration to others.	On going All EDI networks promoted through `researcher development at Kent' Assess through 2016 survey	On going From June 2015	LGBT Network
6.8	Account should also be taken of the personal circumstances of groups of researchers. Examples would include researchers who have responsibility for young children or adult dependants, researchers for whom English is not a first language, older or younger researchers, or researchers with disabilities and long-term health issues. Employers and	Staff with English as a second language can access language courses and can apply for funding which covers 50% of costs. All staff at Kent have protection within the employment policies of the University (A-Z of policies) including: • Grievance • Leave for dependents • Harassment • Dignity at work • Work-life balance • Redundancy A positive recruitment message is presented to applicants with disabilities, and who will be	Promote the use of existing 'Diversity in the Workplace' E-Learning packages to all staff. Review **researcher perceptions** via researcher development survey. Encourage disclosure of protected characteristics (*E&D Workplan Objective 17 p29-32)* in new Staff Connect system. Monitor protected characteristics and plan for improvements if and where necessary for next **research excellence** exercise.	Ongoing Surveys in 2014 , 2015 From 2014 Using 'Staff Connect' from 2015	'Diversity in the Workplace' E-Learning packages is part of the enhanced probation framework (since February 2014) See6.4 above for survey findings about maternity provision (Revised timetable for Staff Connect)	Researcher perceptions of other policies in future annual surveys Monitor via Staff Connect	March 2016 From early 2016	Human Resources RDWG Staff Connect

	funders should change policies or practices that directly or indirectly disadvantage such groups	interviewed if they meet the essential requirements of the role ([Disability in Employment Policy](#)). University of Kent staff members have priority access to places for their children at the Oaks Day Nursery on campus. It also offers staff childcare vouchers to offset tax and NI on nursery costs ([Family friendly policies](#)) As part of the 2012/2013 REF planning process the University has conducted a far reaching **awareness programme with research managers and administrator relating to Equality and Diversity**. In compliance with the requirements of the funding Councils, the briefings were directed at staff involved in selection for the REF 2014, focusing on the Equality and Diversity/ Individual Staff Circumstances provisions to promote good equality practice. 131 members of staff attended. Network meetings are arranged at times which are sympathetic to the needs of carers. Network membership (e.g. Early Career Researchers Network) is flexible enough to be open to people with non-traditional routes into research.			REF Equality Impact Analysis conducted. Uptake and level of participation in the REF Equality and Diversity training seen as a positive by the University & participants [Valuing Everyone](#) programme extended to all staff.	On-going until July 2016 Assess: participation records	To July 2016	EDI
6.9	All managers of research should	The University of Kent has a number of [policies, procedures](#)	All managers, including research managers/Principal	from Oct 2013				

	ensure that measures exist at every institution through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties	and structures to combat discrimination including: • Harassment contacts (link) • Emergency response team Response Team who are available outside of usual office hours and are available via Campus Watch • Equality Diversity & Inclusion reps are assigned in every department (circa 40 trained people) • Counselling Service • Mediation services (link) • HR Support Relevant policies and guidance are in place to ensure that adequate support and information is in place to monitor practice this area (Harassment,).	Investigators to be training on the University of Kent's EDI agenda. Monitor cases reported by the Harassment Contacts and Emergency Response team.	Ongoing	Valuing Everyone programme extended to all staff.	On-going until July 2016	To July 2016	Human Resources EDI Manager
6.10	Employers should also consider participation in schemes such as the **Athena SWAN** Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers	The University is actively engaged in Sciences Faculty with Athena SWAN, Project Juno (Physics) and its Code of practice, and London Mathematical Society Good Practice Scheme (http://www.lms.ac.uk/women/good-practice-scheme) for women in mathematics http://www.kent.ac.uk/smsas/ The University as a whole is engaged with **Stonewall** since 2011 and has shown continued score improvements on the Stonewall Equality Index. The University is registered to the Disability Two Ticks scheme	Monitor the implementation of all work plans relating to Equality, Diversity and Inclusivity. Continue audits of progress.	Ongoing Athena Swan audit	Since 2013 the University has achieved the institutional Athena SWAN Bronze award. Six of the seven Science Schools now hold Bronze departmental awards. In the 2015 Stonewall Workplace Equality Index the University achieved a top 150 ranking for the first time. The University was ranked 15th out of 47 higher education sector institutions.	Athena SWAN extended to other Schools	On going	Human Resources Athena SWAN Faculties and Schools

F. Implementation and Review

Concordat 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.

no	Concordat Paragraph	Existing evidence of compliance at 2013	Actions required from 2013	2013 Timeline	Progress at 2015	Actions required from 2015	2015-2017 Timeline	Institutional Lead
7.1	The implementation of the Concordat's principles will lead to **greater integration** of **researchers into the mainstream management and career development structures** of their employing organisations. The aim of this section is to **promote implementation through a collective commitment to reviewing its progress.**	The University has **a Researcher Development (HR Excellence in Research) Working Group** to oversee implementation (see p2 of the introduction above), to review all aspects of the University's compliance and to maintain an action plan. HR (Learning & Development) will **continue to engage in national developments** and initiatives relating to the Concordat and researcher development (with Vitae etc.)	**Continued engagement** in national developments relating to Researcher Development and the Concordat. HR (L&D) will **engage support from Working Group members or other** researchers and University stakeholders in engaging with national developments.	Involvement reviewed quarterly from April 2013	Integration of researchers into the mainstream management and career development structures at Kent achieved through (for example): Role profiles and grading structure RPD Access to core L&D programmes in addition to researcher-specific development RDWG and HR Excellence in Research being fully integrated into mainstream QA and other implementation/monitoring mechanisms at Kent (collective commitment to reviewing progress) Prior to changes in Vitae structure – Kent participated in the Researcher Development Advisory Group and in the SE Hub. L&D, Graduate School and Research Services all participate in Vitae activity. Vitae events promoted to RDWG partners and researcher community.	Develop engagement with new Vitae South East Region and Vitae on-line communities. Further promotion of Vitae events and provision through the `researcher development at Kent' website. (Assess: participation)	Continuing From June 2015	RDWG Research Services Learning & Development Graduate School

7.2	The signatories agree (*paraphrased thus*): *a. to oversee the implementation of the Concordat with sector bodies* *b. to assess the state of the sector at the launch of this Concordat* *c. to contribute an appropriate share of the costs of implementation* *d. to draw up an implementation plan for the Concordat,* *e. to undertake and publish a major review of the implementation of the Concordat after three years*	N/A	N/A					
7.3	The signatory funders will ensure that their terms and conditions of, for example, project grants include the expectation that the Research Organisations that they fund will adopt the principles of the revised Concordat	Grant funding terms are monitored by Research Services. Kent has a good working relationship with funders such as RCUK and is tied in with national and international developments. We work closely with the RCUK Research Careers and Diversity unit.	Research Services to ensure that **grant funding** continues to comply with Concordat principles and will inform RDWG of any issues.	Review quarterly from April 2013	Researcher development addressed in grant funding applications as required. Support to individual grant applications. Grants Factory programme	Assess: Funding outcomes Awareness (2016 survey) Participation		Research Services RDWG
7.4	The signatories recognise the value of **innovation in practices and of sharing practice between institutions**	The HR (Learning and Development team) currently **engage with Vitae and other institutions** in sharing of good practice.	Active engagement with external stakeholders' initiatives to monitor progress and adoption of effective and relevant practice.	Review quarterly from April 2013	Prior to changes in Vitae structure – Kent participated in the Researcher Development Advisory Group and in the SE Hub.	Develop engagement with new Vitae South East Region and Vitae on-line communities. Assess: participation.	From September 2015	HR (Learning & Development) RDWG

	and aim to promote these throughout the implementation and review process. The funding signatories will consider aligning their support for transferable and career development skills. It is expected that Vitae, the national programme dedicated to realising the potential of researchers, funded by the Research Councils, will play a major role in innovating, sharing practice and enhancing the capability of the sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders		RDWG will monitor developments in the sector and engage with initiatives where relevant for the benefit of research staff.		L&D, Graduate School and Research Services all participate in Vitae activity.	Explore connections on researcher development with Eastern ARC and Universities at Medway partners. Assess: joint initiatives	After September 2015 RDWG
7.5	Under public sector equality schemes, employers are required to **monitor equality and diversity indicators** for their researchers. This section focuses on the co-ordination and enhancement of existing information collection and not on the creation of additional data. There	Kent is committed to the implementation of Equality Diversity and Inclusivity as part of its strategic commitments. The University **collects data on all protected characteristics to inform the Equality, Diversity and Inclusivity Work Plan** and to support all policy development (link). The EDI work plan is overseen by the *EDI Strategy Group*	Monitor the implementation of all procedures on Equality, Diversity and Inclusivity. RDWG to engage in national developments.	Every 4 months since Feb 2013 Review quarterly from April 2013	REF Equality Impact Analysis data Athena SWAN data Data in EDI Planning and Reporting RDWG ensures that EDI is aware of Vitae programmes and projects such as `Every researcher counts' and Vitae hangouts.	More detailed monitoring through Staff Connect (revised timetable)	From early 2016	EDI Strategy Group, EDI Manager Athena SWAN RDWG

is a strong presumption that in implementing the Concordat, significant emphasis will be placed on the use of existing data and information sources and on the **sharing of good practice between institutions** and to provide evidence of its impact	which meets three times a year in January, June and October. The Group reports to, and work with, the *Joint Staff Negotiating and Consultation Committee* (JSNCC) and *Staff Policy Committee* (SPC) and the *Student Inclusivity and Diversity Working Party* as well as other internal university committees and groups as appropriate. The Group's terms of reference also include actively supporting the embedding and promotion of equality and diversity policies, procedures, practice, training and networks across the University and supporting the work of Equality and Diversity Champions for staff and students.			Athena SWAN links with Medway partners	Develop HR Excellence in Research links with Medway and Eastern ARC Partners. Assess: joint initiatives.	After September 2015 RDWG

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[1] Professor Philippe De Wilde was appointed as PVC Research and Innovation in July 2014. The University Research and Impact Strategy covers 2013-16. Development of the new Research and Innovation Strategy will start over summer 2015.

[2] Following a period with an interim Director of Human Resources (HR), Alison Ross-Green was appointed as Director of HR and Organisational Development in October 2014. A new People Strategy is being developed for the University alongside significant structural changes in the way HR services will be delivered.

[3] 2015 survey needs to be considered in the light of a higher response from the Sciences Faculty compared to the 2013 survey.

[4] Monitoring of actions linked to the introduction of a new University HR management system – Staff Connect: A change of contractor for this project has resulted in revised launch dates for Stage 1 and Stage 2 of Staff Connect. Basic Self Service Functionality and Reporting Services will now be available from early 2016. From late 2016 Talent Management, Training and Enhanced Manager and Employee Self Service will be available. Action Plan target dates have been revised to reflect these new Staff Connect timings.