University of Kent
HR Excellence in Research Badge

This document describes the application by the University of Kent ('Kent') for the European Commission's HR Excellence in Research Badge. The application seeks recognition for Kent's commitment to and compliance with the principles of, the *Concordat to Support the Career Development of Researchers*[1].

The University of Kent is a research intensive institution with 3152 staff of whom 728 are Academics and 145 are research staff [2]. The University has UK campuses at Canterbury and Medway in Kent and satellite campuses in Brussels, Paris and Athens. The University of Kent was ranked 24th out of 159 institutions for its world-leading research in the most recent UK Research Assessment Exercise, with six subjects in the top ten of their disciplines and five subject areas at Kent in the UK's top 20.

The analysis conducted against the *Concordat* and the identified actions which form this application relate to members of staff engaged in research and postgraduate students, although the primary focus is on staff with fixed term contracts. Nevertheless the principles of HR practice as planned and applied at Kent are prepared with a view of the University's commitment to research excellence and the impact of the University and its staff on the global research community, and other stakeholders. The actions have been reviewed to ensure that they are aligned and consistent with policy relating to all staff and are fully integrated into the University's *Human Resources strategy* and forthcoming *Research & Impact Strategy 2013-2016*.

Development of this Application

The University is committed as a point of principle within its *Institutional Plan* to providing all staff with opportunities consistent with the specific themes within the HR Excellence in Research Framework, namely,

- Produce innovative world-leading research, with strong themes that attract reputation, and where possible, direct external funding

- Maximise cultural and developmental opportunities for our staff (particularly in equipping staff to lead within their roles)

- Encourage staff to be confident in themselves and the University

- Develop an appropriate framework for performance management of all types, focusing on helping all staff to achieve their full potential; find a balance between empowerment and holding to account

- Attract, develop and retain sufficient numbers of excellent staff to deliver our academic vision

- Nationally, to form alliances with other leading higher education institutions, especially in research and postgraduate training; establish partnerships outside the HE sector, especially in innovation and employment opportunities

- Internationally, in Brussels, Paris, Athens and future campus locations, to form alliances with other leading higher education institutions in multi-layered strategic associations, especially in research and student/staff exchanges

To explore the actions for delivery against these aspirations, the University has examined current practice against a number of frameworks and is integrating the outcomes into its implementation plans. A gap analysis using the *Concordat for the HR Excellence in Research Framework* formed part of the assessment.

[1] http://www.vitae.ac.uk/policy-practice/505181/Concordat-to-Support-the-Career-Development-of-Researchers.html

[2] Kent Key Facts 2011 http://www.kent.ac.uk/about/keykentfacts.html

Researcher Development (HR Excellence in Research) Working group

The gap analysis was conducted by a Working Group comprising a core HR Excellence in Research Steering Committee with the support of key stakeholders with co-opted representatives, namely:

- HR Organisational Development (Equality, Diversity & Inclusivity; Information & Systems)
- HR (Learning & Development)
- Research Services
- Postdoc and research staff from schools in all 3 faculties (Sciences; Social Sciences, Humanities)
- HR (Operations and Reward)
- Unit for Enhancement of Learning and teaching (UELT)
- Graduate School

The purpose of the Researcher Development Working Group is to:

- Identify actions as a demonstration of commitment to the principles of the Concordat
- Develop actions and responsibilities to ensure that Kent develops towards full compliance
- Align actions with University policy, strategy and other actions and initiatives
- Review relevant policy and monitor processes as they are applied throughout the University

The Working Group, through the Steering Committee, is managed by an assigned Learning & Development adviser and is responsible to the Board for Research and Enterprise.
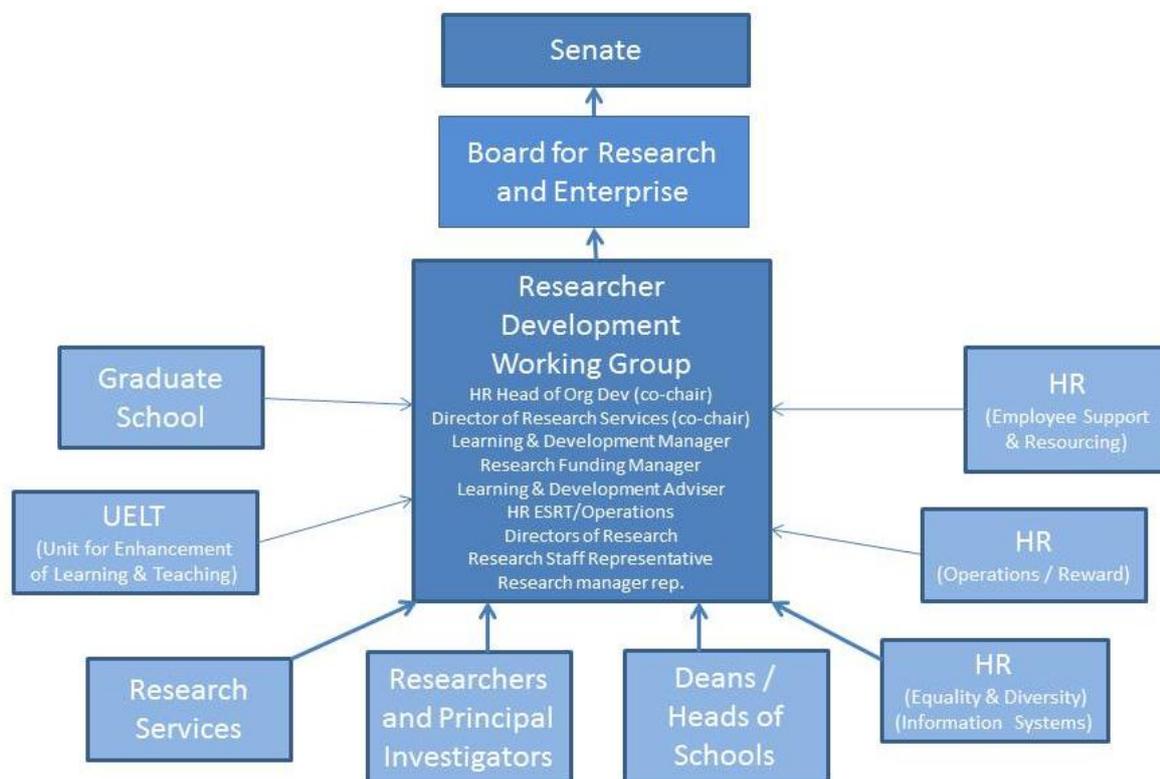

Figure 1. Governance and structure of the Researcher Development Working Group

Process of Consultation and Gap Analysis

Consultation with the wider stakeholder group consisted of the following sequence of steps:-

a. Focus groups involving interested research staff, facilitated by HR, in all three faculties
b. A survey of researchers experiences and expectations (51% of postdoc researchers responded)
c. Development of a draft action plan overseen by the Researcher Development Working Group
d. Involvement of related working parties (e.g. Athena SWAN, Stonewall Diversity Champions)
e. Continued engagement with staff through an emerging set of researcher network meetings

The formulation of the Researcher Development Working Group, the extension of consultation activities and establishment of monitoring are a reflection of the University's interest in long-term improvement of

its recruitment, learning and development of staff. In particular, the initial review has enabled development of a number of new researcher network groups in schools as a forum for researchers. In this sense, Kent's *HR Excellence in Research Action Plan* is part of a continuous improvement process and implemented, reviewed and updated as an integral part of the *Human Resources Strategy* and the University's forthcoming *Research & Impact Strategy 2013-2016*. This activity will increase the visibility of the University's commitments to its staff through:

- Clarity on our principle HR focus for research staff (from the 7 principles of the *Concordat*)
- Visible mechanisms for taking account of the voice of employees (particularly research staff)
- Encouragement of the 'researcher's voice', through local and University-wide networking events
- Use and reporting of compliance data to add value in the improvement of HR policy.

Implementation of Actions

Integration and implementation of the action plan will be overseen by the Researcher Development Working Group with stakeholder representatives. The Working Group will continue to include all relevant stakeholder representatives and will meet on a regular basis reporting, through the Board for Research and Enterprise, to Senate. The Working Group will:

- Plan, monitor and revise implementation of the *Concordat to Support the Career Development of Researchers* in line with other policy & practice developments which relate to researchers
- Review feedback from researcher forums and surveys to inform policy & practice recommendations
- Provide feedback and representation concerning use of the *Concordat* to the wider HE community
- Report progress against the plan and other developments to the Board for Research and Enterprise

The University of Kent vision

This summary places the University of Kent's commitment in relation to the principles of the Concordat.

"We are the UK's European university with an international reputation in which Europe meets the world.
- *We are a leading research-intensive UK university creating a global student and staff community that advances knowledge and stimulates intellectual creativity, and performs at the highest levels.*
- *We believe in the unity of research and teaching, in the freedom and responsibility that staff have to question and test received wisdom, in the transforming power of higher education, in acting with integrity, and the value of an inclusive and diverse university community.*
- *We are committed to growing, shaping and supporting the regions in which we operate so that we may have a positive impact."*

'Research Strategy at the University of Kent'

The institutional plan identifies:
- *Our innovative and world-leading research*
- *Our positive impact regionally, nationally, and especially internationally.*

'Equality and Diversity as part of the University's values'

The institutional plan specifically promotes diversity and inclusivity in the University community to
- *Encourage, recognise and celebrate success*
- *Encourage diversity; promote equality of opportunity*
- *To create a sense of an inclusive community within the University, achieving cross-institutional engagement and developing a global community*

'The Quality of Staff – recruitment, development and retention' (Human Resources Strategy)

The University of Kent is a successful organisation which has developed due to the efforts and talents of its staff. The University values its very good employee relations and its excellent record of encouraging staff to achieve their ambitions. The HR Strategy was written with a view to supporting our staff to continue to develop and excel and to ensure their contribution to the success of the Institutional Plan…"

Mechanisms and structure to ensure the delivery of the *Concordat*

Researcher Development Working Group: an established set of representatives with a remit to ensure that actions are implemented and reviewed to maintain the principles of the *Concordat* in HR practice (see p2).

Integration into Kent's Institutional Plan, HR strategy and Research & Impact Strategy: in recent years Kent has recognised the need to adapt recruitment, development, and promotion of academic staff and to develop skills of academic leaders; the *Concordat* underlines the importance of selection and development of researchers. Actions from the gap analysis are built into Kent's HR and Research & Impact strategies.

Monitoring processes: the progress made with the actions and the level of deployment across the research staff community will be monitored by follow up surveys in the first instance. The University's HR system (currently being re-developed) will enable future monitoring of Reflect-Plan-Develop (RPD) appraisal uptake and more in-depth logging of developmental processes used by research staff from 2015. Direct feedback from researchers will also be canvassed through Researcher Forums in each faculty on an occasional basis. These monitoring processes will be overseen by the Working Group to ensure that data is collected in a timely, meaningful manner and appropriately informs and influences future practice.
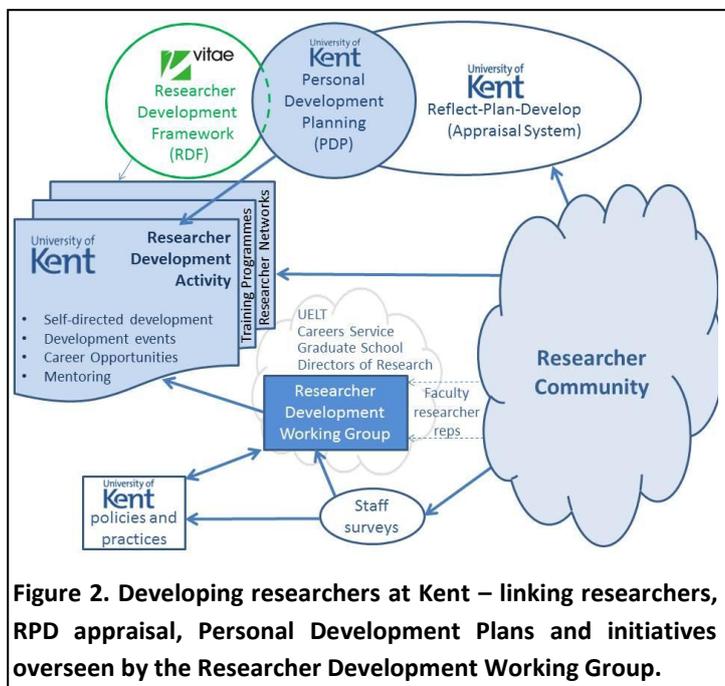

Figure 2. Developing researchers at Kent – linking researchers, RPD appraisal, Personal Development Plans and initiatives overseen by the Researcher Development Working Group.

Priorities for action

In addition to specific actions identified by the Working Group (pages 6-28), the gap analysis has identified that the University should pay particular attention to its implementation of the following.

1. Implement and monitor the Reflect, Plan, Develop process ('appraisal') for research staff and provide training to research managers/academics in facilitating positive RPD discussions

2. Develop the new 'Staff Connect' HR information system to monitor RPD, uptake of development opportunities and to support workforce planning for researchers across the University

3. Document and demonstrate evidence of new skills being developed and applied by researchers (e.g. teaching, managing) through HR 'Staff Connect', network events, training/development and role models

4. Develop and encourage the continued development of a network of researchers through researchers' forum meetings for all research staff and encouragement of local researcher network meetings in each faculty, in a form relevant to faculty research staff

5. Enable access to management training for research staff in supervisory positions, as a continuation of current leadership development for academic leaders and professional service managers.

6. Develop and promote personal development tools (including the Vitae RDF) for use by researchers in line with the University's Personal Development planning process (PDP)

7. Expand and signpost researcher development opportunities (HR, Induction, the Graduate School, UELT)

8. Enhance external profile through tangible progress with Athena SWAN, Two Ticks, Stonewall and Vitae

9. Recognise the importance of support for researchers through career pathways which are relevant both to the University and to an individual's career

Analysis and Plan of Actions to meet the requirements of the *Concordat*

The plan on pages 6-28 below details the identified gaps in current policy and practice at Kent and the specific actions and responsibilities committed to achieve the requirements of the *Concordat*. Each of the 'Actions required' listed in this plan are referenced to the Priorities for Action listed previously on page 4.

Monitoring Review and Management of the Action Plan

Specific actions are assigned in the Plan of Actions to departments and centres within the University. The implementation of the overall pan will be reviewed by the Researcher Development Working Group initially on a quarterly basis. The Working Group formally reports to the Board for Research and Enterprise within the established governance structures of the University of Kent.

Web links relevant to this application include:-

The institutional plan http://www.kent.ac.uk/about/plan/

Research services http://www.kent.ac.uk/researchservices/

Research governance / ethics http://www.kent.ac.uk/researchservices/res-govern-frmewrk/

Equality and Diversity Support http://www.kent.ac.uk/about/plan/equality.html

Equality and Diversity at Kent http://www.kent.ac.uk/hr-equalityanddiversity/index.html

University of Kent Equality, Diversity and Inclusivity Report 2011/12 (Plus 2012/13 Work Plan) http://www.kent.ac.uk/hr-equalityanddiversity/documents/annual-report/finalreport1112.pdf

Annual EDI reports http://www.kent.ac.uk/hr-equalityanddiversity/annualreports/annual-equality-report.html

Athena SWAN http://www.kent.ac.uk/hr-equalityanddiversity/support/groups/athenaswan-workinggroup.html

Reflect, Plan Develop (new appraisal scheme) http://www.kent.ac.uk/hr-staffinformation/rpd/index.html

Promotion at Kent http://www.kent.ac.uk/hr-staffinformation/promotion-salary-review/index.html

Fixed term contracts http://www.kent.ac.uk/hr-staffinformation/policies/fixed-term.html

Redeployment http://www.kent.ac.uk/hr-staffinformation/policies/redundancy-redeployment.html

Family friendly policies http://www.kent.ac.uk/hr-staffinformation/policies/family/index.html

Harassment http://www.kent.ac.uk/hr-equalityanddiversity/support/harassment/index.html

Enterprise & impact http://www.kent.ac.uk/enterprise/

Flexible working http://www.kent.ac.uk/hr-staffinformation/policies/family/flexible-working.html

General HR policies for staff http://www.kent.ac.uk/hr-staffinformation/policies/a-z.html#F

Code of Practice for the Investigations of Allegations of Misconduct in Research http://www.kent.ac.uk/researchservices/docs/ethics-governance/code-practice-misconduct.pdf

Staff Connect HR system http://www.kent.ac.uk/is/projects/hrpayroll/index.html?tab=project-plan

Kent Key Facts 2011 http://www.kent.ac.uk/about/keykentfacts.html

Graduate School Researcher Development http://www.kent.ac.uk/graduateschool/skills/pgrd.html

Board for Research and Enterprise http://www.kent.ac.uk/censec/areas-of-work/Cncl-Senate-Committees/Board-Research-Enterprise.html

Concordat for the HR Excellence in Research Framework

http://www.vitae.ac.uk/policy-practice/505181/Concordat-to-Support-the-Career-Development-of-Researchers.html

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	Actions required	Institutional Lead	Proposed Timeline
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 (9). Further dissemination of information to all staff as to the current requirements and expectations for research, together with case studies of 'best practice' in research achievement (9).	PVC Research Director of Res. Services Director of HR Director of Corporate Comms	Quarterly monitoring against Strategic & Operating Plan (priorities reviewed annually)
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. Person and vacancy specifications must clearly identify the skills required for the post and these requirements should be relevant to the role	Recruitment :The University in its Institutional plan 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 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)	HR is looking to implement a comprehensive resourcing strategy as part of its overall Human Resource strategy 2013-2015 (8)	Human Resources	On-going 2013/14

| 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 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: http://www.kent.ac.uk/hr-staffinformation/documents/policies/fixed-term/Fixed%20Term%20Contract%20Policy.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. | The University will continue monitoring the use of fixed-term contracts for research staff (2).

Kent is currently reviewing how best to ensure that the policy is embedded within all Schools, and is reflected in all existing policies (9).

80% of Kent research staff are on fixed contracts and this will be monitored as part of HR's continued evaluation against its strategy (2) | Director of Human Resources | Ongoing |
| 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 (9).

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 (8) | Human Resources

HR managers (faculty support)
E&D manager | Ongoing with next review in July 2013

Continued review period 2013/14 |

| 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 expectations. All staff have been assimilated to the new single pay spine on the basis of closest comparable pay points. (link) | Appropriate documentation and procedures are in place (9). | Human Resources | Completed |

	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**	**Actions required**	**Institutional Lead**	**Proposed Timeline**
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	All 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' appraisal process. Researcher managers are encouraged to engage in an appraisal 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 in March to July 2013 and thereafter. All RPD reviewers undertake Reviewer training, to enable them to be constructive and supportive in agreeing relevant staff development activities.	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 (2). Qualitative feedback via Researcher networks in 2013/2014 (4) Analyse the results of Researcher Development survey 2013, and refine the action plan accordingly in relation to CROS and UK sector benchmarks(2).	Human Resources; Researcher Development Working Group	Implement in 2013-14 Review July 2014 October 2013, then annually First review February/ March 2013 completed May/June 2014 onwards

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 (2).	Human Resources	Ongoing from Academic year 2013/14 (end of Phase 1 of HR 'Staff Connect') 2015 for automated workflow (Phase 2)
2.3	Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams. Employers should ensure that research managers are made aware of, and understand their responsibilities for the management of researchers and should provide training opportunities, including equality and diversity training, to support research managers in doing this. Institutions will wish to consider how research managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management	Human Resources and Research Services at Kent together offer a comprehensive programme of training to support research managers and 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 provisions from the Graduate School	The University will monitor and review related development programmes to ensure that enhancement of existing practice in relation to researcher career development and supervision is appropriate and relevant to the needs of research staff (3). Encourage research managers and Principal Investigators to utilise on-line support material and external training where appropriate (5) Further support will be developed and offered to Principal Investigators to establish a good practice baseline across Faculties/research groups (5).	Human Resources, Research Services, supported by the HR (L&D) Manager and the Research Funding Manager Researcher Development Working Group Graduate School, Learning & Development, UELT, Careers Service	Ongoing Via network groups from October 2013 Structured support from October 2014

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 (9). 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 (2). Clear criteria to help researchers to develop their skills and experiences which are valued by the University and can support sustained employment (9). Promote the use of on-line career advice for researchers e.g. PI (6).	Director of Research Human Resources; PVC Research; Director of Financial Planning Researcher Development Working Group Careers Service	On-going October 2015/16 (After Phase 2 of 'Staff Connect' Via networks from Oct 2013
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 Framework	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 (9)	Human Resources; Faculties	Ongoing annually
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 our new to the University having have 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 (2) Improve targeting of the researcher community for internal recruitment and development (9).	Human Resources	annual survey from Feb 2013 HR 'Staff Connect' data from 2015

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	Actions required	Institutional Lead	Proposed Timeline
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 (7) 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 (7). Monitor training offer/uptake to ensure it meets researcher needs (2). Integrate the new Researcher Development Framework (RDF) to current development themes and existing processes (6). Identify opportunities to engage with academics in coaching, mentoring and supporting researcher development (9)	Human Resources (L&D) UELT Graduate School Research Services	Review current offer from June 2013 From October 2013 From January 2014 October 2014 June 2015

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 School, 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 (2). 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 (9). Human Resources will communicate these pathways to current and new Research staff with involvement of the Faculty Research Directors.	Learning and Development within Human Resources UELT, Research Services Faculty Directors of Research, Human Resources	Ongoing
3.3	Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter	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 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.	Analyse Researcher Development 2013 survey to inform University practice in supporting Research Staff. Map out a Researcher 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 (7). Kent work closely with research councils and other funders to understand and ensure the shaping of opportunities for career development of researchers (9) Improve uptake of existing induction processes and events to inform researchers and managers (2)	Researcher Development Working Group Learning & Development	2013 and annually thereafter Ongoing

3.4	All employers will wish to review how their staff can access professional, independent advice on career management in general, particularly the prospect of employment beyond their immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors	See information in 3.2 and 3.3 Research Staff are encouraged to engage with career development opportunities. All researchers are assigned 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)	Communicate development opportunities to researchers and Principal Investigators (1). Support PIs in management of research staff, managing expectations and offering career support within/outside academia (1).	Human Resources	Ongoing Ongoing
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 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	Within Kent's Reflect-Plan-Develop (RPD) appraisal process we direct staff to a Personal Development Planning tool. This directs an individual to have a discussion with their manager/supervisor or professional mentor. The process has been designed 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.	From 2014 there will be annual monitoring of the implementation of RPD for research staff through focus groups and survey/gap analysis(1) In 2015/2016 the University's 'Staff Connect' HR system will enable collation of RPD data to inform future development plans (2). 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 (6). Continue HR annual reviews of remuneration and promotion processes for research staff (9).	Researcher Development Working Group Human Resources; Human Resources Human Resources	Ongoing From October 2015

| 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 encourage them to maintain or start their continuous professional development | 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'.

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. | Monitor the effectiveness of induction at all levels (2)

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 (5). | Human Resources

Learning & Development

Research Services | Annual review

from Autumn 2015 |
| 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 manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students | 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 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). | Raise awareness of the Vitae RDF (e.g. through network events) as a basis for considering how to develop their skill set and experience (6).

Explore how existing mentoring can further support researchers in career development in key areas (3).

Include network events for Research managers/PIs in mentoring on these key areas (4). | Researcher Development Working Group

Human Resources | From October 2013

From June 2014

From January 2015 |

| 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 (4).

Reflect-Plan-Deliver briefings in faculties with advice on researcher career development discussions (1)

Develop internal network events (researcher forum) on career development with input from mentors/PIs (4).

Monitor implementation through Staff Survey and outputs of RPD (2).

A review of how research managers/Principal Investigators can be encouraged recruited into the existing Kent mentoring network (5). | Human Resources;

Researcher Development Working Group

Human Resources | Current, for implementation 2013-15 |
| 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 (2).

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 (7).

Encourage applications from research staff for funding for existing training/development (9).

Instigate an institutional fund for specialist training for researchers (7). | Human Resources

Researcher Development working group

Human Resources (Learning & Development)

HR (L&D)

PVC for Research and Knowledge Exchange | Annual from 2015

from October 2013

from January 2014

Via networks Oct 2013

Spring 2013 |

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	Actions required	Institutional Lead	Proposed Timeline
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, Q23) and most of these had helpful advice (Q18). Greater uptake of this local support is needed. The Early Career Researcher network which needs adapting to consider the needs of other research staff, already offers materials of general interest ot researchers across Kent	Extend the existing network forum for researchers and utilise existing timetabled events to communicate development pathways and opportunities (4). Monitor effectiveness of RPD and analyse data collected from Staff Connect, and staff surveys (1). All research staff to be informed (by email or through network meetings) of relevant development opportunities (7). Analyse participation in networks and the benefits of participation (4)	Human Resources; Researcher Development Working Group Graduate School UELT Research Services	2013 onwards
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. Other accredited learning and teaching courses can be attended depending on teaching commitments/load. The 2013 survey of Researcher Development has identified an number of issues in terms of demand, access and uptake of teaching qualifications. Other 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 (3) Encourage applications from research staff for funding for existing training/development (9).	UELT HR (L&D) Kent Innovation and Enterprise	Ongoing and enhanced by using survey data from March 2014

4.12	Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided	UELT provide several opportunities for research staff dependent upon the teaching load (hours) commitment. ATAP, short courses and full 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.	Evaluate the effectiveness of training provision in this area regularly (7).	UELT HR (L&D)	Ongoing
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 Board for Research and Enterprise. Key within its remit is the development and wellbeing of the research community, of which researchers are an integral and crucial part. As such they are represented by a Contract 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 Board for Research and Enterprise (9). To formalise the discussions at the ECR Network into regular feedback sessions by establishing a termly 'Question Time' for the Executive Group (4).	PVC for Research Director of Research Services.	On-going from 1 August 2014
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. 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, currently implementation of individual research planning and review is uneven at present.	Encouragement of Personal Development Planning through the RPD appraisal process will be monitored (1). Managers attending current leadership training are encouraged to use PDP as a key tool for career development. This can be encouraged for research staff (6) Nurture and develop professional mentoring by research managers and peer mentoring by research staff (5)	Human Resources; Faculties Human Resources	Ongoing as part of RPD launch since March 2013

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	Actions required	Institutional Lead	Proposed Timeline
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 nearly 30% 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 (4). Monitor implementation of revised RPD; analyse data (1).	Human Resources Faculty Directors of Research, School Directors of Research	Annual using network meetings (from Oct 2013)
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 as the wider society and economy as a whole	The University's has a centre for Enterprise (Kent Innovation and Enterprise) focused 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. 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).	Encourage research staff to engage with entrepreneurial, knowledge exchange initiatives, including Enterprise and Impact training and development (7) Publicise opportunities for all academic staff to develop plans for enterprise, impact and knowledge exchange; include elements in briefings for the PDR and research planning (4).	Kent Innovation and Enterprise Deans and Faculty Directors of Research HR (L&D)	Enterprise & Impact training events in 2014/2015 via networks from October 2013

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) (7). Review practices followed by relevant sub-committees (9).	Research Services Researcher Development Working Group	Briefing via researcher networks from Jan 2014
5.4	Researchers should also be aware that the skills and achievements required to move on from a research position may not be the same as the skills and achievements which they displayed to reach that position	Research job descriptions describe the skills that should be developed at each grade of research staff employment. 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.	Map out a Researcher Development Programme to make visible the strands of training and development which can be accesses by researchers as they progress in their careers (7). Monitor implementation through RPD feedback, and staff surveys (2).	Human Resources; HR (L&D), UELT, Graduate School	From 2014
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 (2).	Human Resources UELT, Graduate School, Kent Innovation & Enterprise	Review current offer from June 2013

| 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 as appropriate | All researchers are encouraged to develop a Personal Development Plan with in 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) (6).

Encourage researchers to follow Personal Development Planning using tools such as Vitae's RDF (6).

Monitor uptake of Reflect-Plan-Develop and the effectiveness of career planning elements (1) | HR (Learning & Development) and Researcher Development Working Group

Human Resources | Research/ examine practice from April 2013 for network sessions in 2014

Annual from October 2013 |

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	Actions required	Institutional Lead	Proposed Timeline
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 Inclusion Policy (link) and has published a full set of commitments in its EDI work plan (link - pdf) which sits within the Equality, Diversity and Inclusivity report 2011/12. 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 (link) 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 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.	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). (8). The review and updating of policies and resourcing strategy is underway as part of the EDI agenda (8)	Human Resources E&D Manager	Ongoing with improved monitoring from January 2014 2012-13 ongoing to 2013-14 academic year

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 (2)	Human Resources	January 2014 as part of Staff Connect Phase 1
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 research careers which may disproportionately impact on some groups more than others.	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 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/) REF training has been conducted for Equality, Diversity and Inclusion to remove obstacles to research staff.	Monitor the implementation of all procedures on EDI (8) Ensure that new researchers are aware of self-service disclosure of EDI data (EDI workplan objective 17 p 28-32)and are enabled to raise concerns (8) An equal pay audit is included in work plan objective 10 for EDI p28-32 (8).	Human Resources Human Resources	Ongoing January 2014 2014
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 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	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 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.	We will achieve improvement of monitoring, reporting and data capture through the HR 'Staff Connect HR System (2) We will raise awareness of policies through researcher network meetings (4).	Human Resources Researcher Development Working Group	Ongoing from January 2014 Via networks from October 2013

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 (8)	Human Resources	January 2014
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 in their provision of additional funding and duration of grant to cover paternity and adoptive leave as well as maternity leave	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 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	Review expectations and policies (*supports E&D work plan objective 8 p29-32*) funding councils and other funders in relation to parental leave (8)	Research Services Human Resources	October 2013
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 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	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 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).	HR Staff Connect to improve protected characteristics data (2). 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(8). 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 (3)	Human Resources Athena SWAN working group LGBT Network	From 2014 From December 2013 Ongoing

| 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 funders should change policies or practices that directly or indirectly disadvantage such groups | 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 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. | Promote the use of existing 'Diversity in the Workplace' E-Learning packages to all staff (5)

Review researcher perceptions via researcher development survey (8)

Encourage disclosure of protected characteristics (*E&D Workplan Objective 17 p29-32*) in new Staff Connect system (2)

Monitor protected characteristics and plan for improvements if and where necessary for next research excellence exercise (2). | Human Resources | Ongoing

Surveys in 2014 , 2015

From 2014

Using 'Staff Connect' from 2015 |

| 6.9 | All managers of research should ensure that measures exist at every institution through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties | The University of Kent has a number of policies, procedures 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,). | All managers, including research managers/Principal Investigators to be training on the University of Kent's EDI agenda (5)

Monitor cases reported by the Harassment Contacts and Emergency Response team (8) | Human Resources

E&D Manager | from Oct 2013

Ongoing |
| 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 (8)

Continue audits of progress (8) | Human Resources

Faculty of Science | Ongoing

Athena Swan audit |

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	Actions required	Institutional Lead	Proposed Timeline
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 (8) HR (L&D) will engage support from Working Group members or other researchers and University stakeholders in engaging with national developments (8)	HR (Learning & Development) Researcher Development Working Group	Involvement reviewed quarterly from April 2013
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 are 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 the Researcher Development Working Group of any issues (9).	Research Services Researcher Development Working Group	Review quarterly from April 2013

7.4	The signatories recognise the value of innovation in practices and of sharing practice between institutions 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	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 (8). The Researcher Development Working Group will monitor developments in the sector and engage with initiatives where relevant for the benefit of research staff (8)	HR (Learning & Development) Researcher Development Working Group	Review quarterly from April 2013
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 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	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* 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.	Monitor the implementation of all procedures on Equality, Diversity and Inclusivity (8) Researcher Development Working Group to engage in national developments (8)	EDI Strategy Group, E&D Manager Researcher Development Working Group	Every 4 months since Feb 2013 Review quarterly from April 2013