

The Concordat to Support the Career Development of Researchers  
Keele University Action Plan 2017-2019

Glossary of Terms					
FRO	Faculty Research Office		LPDC		Learning and Professional Development Centre
HR	Human Resources		MAC		Marketing and Communications
PGRD	Postgraduate Research Director		RIE		Directorate for Research, Innovation and Engagement
RI	Research Institute		SAS		Student and Academic Services

**Recruitment, Selection and Retention**  
*Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.*

Ref	Action 2017-2019	Concordat Principle(s)	Responsibility	Review Date	Success Measures
1	The academic probation procedure, which is applicable to lecturers, is still under consultation with Trade Unions. Probation periods of Research only staff are managed through the Staff Probationary Procedure, which is also being reviewed in conjunction with the Academic Probation Procedure. Ensure this consultation carries on to reach an agreement.	1	HR	Oct 2018	Reach an agreement.
2	Ensure that positive action statements are added to all recruitment materials, so that male applications are encouraged for positions in units that are predominantly female, as well as vice versa.	1, 6	HR	Oct 2018 Oct 2019	All recruitment materials include a positive action statement.
3	Run a 50:50 awareness campaign around recruitment, to encompass interview panel constitution, long- and short-listing, offer of appointment.	1	HR	Oct 2019	All interview panels meet published criteria. A poll of staff involved in recruitment shows high satisfaction with equality of recruitment and selection. If issues identified they are addressed.
4	Ensure the target female representation in the professoriate is registered at the outset of every professorial appointment and promotions round.	1,6	HR	Aug 2019	35% female representation.
5	a) Obtain a gender balance on interview panels.	1, 6	HR	Oct 2018 Oct 2019	50:50 gender balance on all panels.
	b) Record in Keele People and monitor interview panel information.	1, 6	HR	Aug 2018	We have updated Keele People to enable panel composition and gender of panel members to be recorded.  All panels to be recorded in Keele People and panels show good representation by gender (i.e. near 50:50 F:M), grade and where possible ethnicity.
	c) Update the interview panel ready reckoner to allow staff at a lower grade than stipulated on the reckoner to sit on panels.	1, 6	HR	Sep 2018	Panel composition ready reckoner updated.
	d) Report gender diversity profile of recruitment and promotion/reward panels to a University Committee on an annual basis.	1, 6	HR	Oct 2018 Oct 2019	Report on gender composition of all interview panels to be provided to UEC on an annual basis.

Recognition and Value					
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.					
Ref	Action 2017-2019	Concordat Principle(s)	Responsibility	Review Date	Success Measures
6	Develop online resources to support the management of a research award, that can be accessed by researchers as required.	2	LPDC, HR, RIE & FROs	Oct 2019	Documents are on the LPDC website, have been promoted via the LPDC Digest and circulated to FROs.
7	All staff are required to participate in a SPRE (Staff Performance Review Exercise) or PPRE (Professorial Performance Review Exercise) which seeks to enhance performance development of individuals. Increase the number of researchers partaking in the SPRE or PPRE process. With the aim of 100% of eligible staff having a SPRE or PPRE.	1, 2, 4, 5	HR & FROs	Summer 2018 Summer 2019	All staff are required to participate in a SPRE or PPRE (Professorial) which seeks to enhance performance development of individuals. Completion rates for across the University: 2015: 87.3% 2016: 93.21% 2017: 95% 2018: Completion rate to maintain or increase on previous year with at least 95% (agreed University KPI).
8	Develop and support leadership capability and capacity of new research leaders.				
	a) Run an academic Leadership programme during the Autumn term 2018, evaluate and if successful aim to run annually, increasing the number of researchers attending.	2, 3, 5	LPDC	Sep 2019	Bespoke academic leadership programme has been delivered by LFHE and has received positive feedback from participants. Participants can identify how the programme has enhanced their leadership effectiveness.
	b) Create new academic leader guidelines.	2, 3, 5	LPDC	Dec 2018	Guidelines are in place and accessible via the LPDC webpage.
9	A questionnaire was sent out to all SPRE reviewers in October 2015 to gather feedback on the SPRE process. Only 10% of the respondents stated that they had used the RDF in their reviews. One outcome of the review was to propose this as an area for development. Develop templates and guidance for using professional frameworks (RDF, UKPSF, AUA) within SPRE discussions. Conduct a further questionnaire once completed to see how successful these have been with SPRE/PPRE discussions.	2, 4, 5	HR & LPDC	Oct 2018	Guidance in place and questionnaire conducted. Results of the questionnaire show that these are being used initially in over 50% of SPREs where relevant.
10	A new Code of Practice for PGR was approved in 2017.				
	a) Ensure all supervisors are aware of the CoP by visiting all Schools in 2017/18 and delivering a workshop on the new Code of Practice and good practice in research supervision.	2, 5	SPS, LPDC & PGRDs	Jun 2018	Workshops will have been held in each faculty/RI during the first half of 2018 with a turnout of at least 20 participants at each session and materials shared with all eligible participants.
	b) Update mandatory supervisory research development programme for those new to supervision.	2, 4, 5	LPDC	Dec 2017	The programme has been updated to include the new CoP.
11	a) A pilot postdoctoral fellowship scheme has been approved for the School of Humanities. Fellows will be provided with a Keele email address and a Keele card with Library borrowing rights (12 items for 4 weeks, i.e. affiliate borrower status). They will be included on PGR mailing lists, enabling them to receive news of research events and opportunities and on-site LPDC training sessions, which they will be able to access depending on the availability of places. Where possible, postdoctoral fellows will be offered access to a hot-desking space shared with current PGRs.	2	Humanities, FROs & HR	Jun 2018	Scheme to be operationalised launched and assessed (through PGR Committees and survey) and piloted by 30 May 2018. We will include postdoctoral fellows in the 2019 alumni networking event.

	b) Implement the postdoctoral fellowship scheme to provide access to key facilities in the University for postgraduates after they graduate for up to 2 years, assisting the transition from education into employment.	2	FROs and SAS	Jun 2018 Jun 2019	Scheme launched across the University.
12	Keele has pledged to deliver on the Technician Commitment. The Technician Commitment working group met for the first time in September 2017. Establish priority actions in order to respond to the Commitment.	2, 3, 4,	LPDC	Aug 2018	Establishment of an action plan for the Technician Commitment.
13	Improve information on reasons, in particular those relating to E&D, for academics leaving Keele. All leavers should be offered and encouraged to attend an interview. The leaver should have some choice over who conducts the interview.	2, 6	HR	Oct 2019	75% of leavers will have completed an exit interview.
14	Continue to roll-out and make researcher aware of the new structures and opportunities provided by the RAISE project.				
	a) RaISE project aims to improve the resourcing and quality of professional support for research development, enabling targeted development support to be delivered to a broader range of researchers.	2	RIE	Sept 2018 Sept 2019	Enhanced engagement with the research development function and improved research grant submission rates across a broader range of research staff.
	b) The RaISE Research Development team will provide tailored development support that is appropriate for the career stage and delivered alongside formal mentoring and coaching arrangements.	2	RIE	Sept 2018 Sept 2019	Improved success rates for applications for research grant funding.
	c) Through the Academic Project Development Framework, deployment of RaISE will ensure a focus on enhancing the quality of proposals, ensuring scientific and operational review is carried out and communicated to researchers in order to support development of proposals.	2	RIE	Sept 2018 Sept 2019	Improved success rates for applications for research funding.
15	Fellowship and Associate Fellowship of the HEA can be gained via the Teaching and Learning in Higher Education programme. Review this programme, developing a similar programme for Researchers, which also links to the academic professional apprenticeship standard.	2, 3, 4	LPDC	Aug 2019	New course to run from Sept 2018. Success measured on the evaluations received from participants after the first year and the amount of uptake.
16	Increase the number of staff gaining academic recognition through the Higher Education Academy Fellowship Scheme via Keele's CPD route.	2, 3, 4	LPDC	Jan 2018 Jan 2019	Improve on the final 2016/17 numbers.

<b>Support, Career Development and Training</b>					
<i>Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.</i>					
<i>The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.</i>					
Ref	Action 2017-2019	Concordat Principle(s)	Responsibility	Review Date	Success Measures
17	Faculties and RIs induct new research staff. All new staff (regardless of role) undertake a Welcome to Keele session as part of the Keele Knowledge programme. Create a researcher specific induction checklist, expanding on the existing generic induction checklist, including additional points applicable to researchers and promote to PIs and FROs.	3	LPDC & HR, working with FROs/RIs	Aim to implement to new Research staff from 01/10/2019	Research specific induction checklist is in place and has been circulated to FROs.

	a) Speak to HR and FROs to establish the requirements required for the checklist	3	LPDC & HR, working with FROs/RIs	Jan 2019	
	b) Develop the checklist and take to Research Committee for approval	3	LPDC	Apr 2019	
18	Run a second (and possibly further) round of the Impact Acceleration Fund to encourage researchers to think about potential REF-able Impact Case Studies.	3	RIE	July 2018 July 2019	The second round of the Impact Acceleration Fund has run with applications reflecting a broad cross section of University research.
19	The 2017 Researcher Summer School, open to PGR and research staff, ran from 7-11 August 2017, with sessions designed to support the professional skills of researchers. These included: critical reading, exploring impact factors in your research, Vitae and the RDF, presenting, mapping your digital presence, blogging, managing anxiety, project management, assertiveness and personal resilience. The week ended with a full-day structured writing retreat. The event attracted 54 staff and PGR from across the University, with 15-20 participants at most of the sessions.  Analyse the feedback from the 2017 Researcher Summer School and run a similar program during the Summer of 2018, modified, as necessary, based on the feedback received, with the aim of increasing attendance.	3	LPDC	Sept 2018 Sept 2019	Evaluations from participants and at least fifty attendees across the week. Evaluate participation by diversity and attendance mode.
20	a) Workshops run through the LPDC are open to all research staff. Investigate how data about research active staff can be differentiated from data on academic staff in general. As research staff may fall under a range of job titles, we need to ensure that we are capturing the relevant information.	3, 2	LPDC, HR, PVC (Research & Enterprise)	Jul 2018	Discussion will have taken place between HR and LPDC and a solution derived.
	b) Collect and analyse anonymous data on the attendance of research staff at workshops and report forward to Research Committee, so that we can develop our research staff offer and monitor year on year engagement and trends.	3, 2	LPDC and HR	Oct 2019	Aim to increase the number of research staff taking up training and development offered through the LPDC by at least 15% between November 2017 and November 2019.
21	Ethics review panels changed in 2017 from University-wide to faculty-led. Update ethics training to reflect this.	3, 2, 5, 6	LPDC	Summer 2018 Summer 2019	Increase numbers in 2018 and 2019 from the 16 that attended during 2017.
22	Writing retreats are held across the University (see case study). Continue running writing workshops and holding writing retreats across the University.	3	LPDC and others across the University	Sept 2019	Positive responses through evaluation of monthly writing retreats, run centrally through the LPDC, using an online feedback questionnaire.  Send a questionnaire out to staff to evaluate the number of writing retreats occurring in 2017/18 and 2018/19 around the University.
23	Further develop the mentoring and coaching resources to support mentoring within a research context.				
	a) Launch the University's mentoring guidance.	3, 4, 5	LPDC and HR	Dec 2017 Sept 2018	Mentoring guidance is published and provides a framework for the development of mentoring schemes. Research specific resources have been developed in partnership with Schools and Discipline groups.
	b) Run a mentoring masterclass. David Clutterbuck is one of the leading voices on mentoring. Ensure that the masterclass is well publicised and attended. Review feedback.	3, 4, 5	LPDC	Dec 2017	Evaluations from participants and at least 50 participants attending.

	c) Publish an online mentoring development package online to supplement the existing paper-based resources and face-to-face sessions.	3, 4, 5	LPDC	Sep 2018	Online and available to staff via Learning Pool.
	d) Develop workshops for research mentors as well as research mentees on supporting PPD.	3, 4	LPDC	Sep 2018	Mentor and mentee workshops have been offered centrally and locally in line with demand and need.
	e) Advertise mentoring in biannual E&D newsletters: mentoring to be offered to all women requesting it within six months.	3, 6	HR	Sept 2018 Sept 2019	Mentoring featured in newsletters.
	f) Amend promotions guidelines to offer mentoring specifically to unsuccessful candidates at the time that they are informed of the outcome of their application.	3, 1, 6	HR	Oct 2019	Guidelines amended and mentoring offered to all unsuccessful candidates.
24	The Recognition and Induction Framework (REIF) is currently being piloted with all newly promoted staff on research contracts. Evaluate the pilot and if positive, make the process of support, including career coaching mainstream.	3, 2, 4	LPDC	Spring 2018	Evaluations from pilot are positive and the process of support is mainstream.
25	Carry out review of training provision for researchers across the University.	3, 4	Strategic Lead for PGR	May 2018	Review completed.
26	Feedback from the CROS 2017 survey indicates that many researchers feel that they don't have time to do research. Run workshops to show researchers how they can use their time effectively and efficiently to research and write productively.	3	LPDC	Feb 2018 Summer 2018 Summer 2019	Run a workshop on the art of time creation specifically for researchers and other workshops on time management for all staff and students, evaluated with feedback forms after the workshops.
27	There are over 400 courses offered by the LPDC on a range of topics. Specific courses for researchers fall under the "Essentials Skills for Researcher" programme. Feedback from the CROS 2017 indicates that nearly 40% of the researchers survey would like to undertake training in communication and dissemination and 50% would like to undertake training in public engagement. Increase the workshops offered to researchers by adding a dissemination masterclass, communication skills, media engagement and time management for writing workshop to the programme.	3, 5	LPDC	Summer 2018 Oct 2019	Run workshops on dissemination, communication skills, media engagement and time management, all aimed specifically at researchers. Evaluate using after session workshops and CROS 2019.
28	Continue the development of the PostDoc Forum	3			
	a) Organise a Consultation on activities to support future development	3	LPDC & PVC (Research and Enterprise)	Aug 2018	Consultation successfully held and a list of activities scheduled for AY18/19
	b) Review AY18/19 activities and plan activities for AY19/20	3	LPDC & PVC (Research and Enterprise)	Aug 2019	Review completed and schedule in place for AY19/20
29	Ensure that all workshops that are applicable to researchers, both professional development and research specific, offered through the LPDC, are aligned to the RDF.	3, 5	LPDC	Summer 2018	All brochures detailing the courses show how workshops are aligned to the RDF. The same for workshops detailed on the website.

Researchers' Responsibilities					
<i>Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.</i>					
Ref	Action 2017-2019	Concordat Principle(s)	Responsibility	Action Date	Success Measures
30	Run an IP workshop. Ensure that it is well publicised and attended. Review feedback and repeat at least annually.	5, 3	RIE and LPDC	Jan 2018 Sept 2019	Positive responses on feedback forms following each workshop.
31	In CROS 2017, 50% of researchers who responded stated that they would like to undertake training in public engagement.  Run a Media Engagement workshop to provide information on the various opportunities for media engagement around new research papers, studies, grants, outreach projects and other activities that are undertaken by a researcher.	5, 3	MAC and LPDC	Summer 2018 Summer 2019	Run the workshop twice in 2017/18 and twice in 2018/19 and attract at least 6 researchers to each session.
32	Keele University is a member of The Conversation, a non-profit charity operating with Creative Commons articles which can be republished by newspapers and the media - articles tend to be short, at around 700-words long.  a) Workshops ran over 4 days in March led by editors of the Conversation and over 60 members of staff attended. Other workshops were held for the Health Faculty in July 2017. Continue running the workshops on a regular basis, to enable researcher to learn more about The Conversation.  b) Since November 2015, 40 articles by 33 authors from Keele, have been published which have been read over 1,000,000 times. Encourage researchers to disseminate their research in The Conversation.				
		5	MAC	Oct 2018 Oct 2019	Run at least 4 workshops a year.
		5	MAC	Dec 2017 Dec 2018 Oct 2019	50 published articles a year.
33	Review and develop training brochures for staff. Make these available online as well as paper format, so that they can be referred to during SPRE/PPRE.	5, 3	LPDC	Summer 2018 Summer 2019	Brochures accessible via the website and distributed to all Schools/RI's.
34	The University has signed up to the National Coordinating Centre for Public Engagement developmental programme. A number of researchers have previously taken part in a variety of their training programmes by being STEM ambassadors or taking part in I'm a Scientist, Get me out of Here. Encourage more researchers to get involved in these types of public engagement by developing a Public Engagement Steering Group to work more effectively with LPDC.  Keele has been awarded funding under RCUK's SEE-PER catalyst programme (Oct 2017), and this has enabled us to appoint our first Public Engagement with Research Fellow (2017-19); this programme will enable us to embed public engagement practice more effectively across the institution, particularly in the training of heads of school and research managers.	5, 6	RIE & PVC (Research and Enterprise)	Dec 2018	Decisive shift in Keele's status as a PER institution, moving to 'embedding' in the NCCPE's 'Edge' self-assessment tool.

35	CROS 2017 results show that of the researchers eligible for a SPRE (not on probation or within a year of taking up post) 4% said they haven't had a SPRE in the last two years as they hadn't been invited to do so. Improve the messaging to managers about the importance of SPREs for researchers in order to increase the number of researchers partaking in a SPRE.	5, 2	HR	Oct 2018	Message reinforced through training sessions that all staff should have a SPRE review, including researchers. Messaging and guidance also sent to FROs. All eligible researchers have a SPRE review.
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**Equality and Diversity**  
*Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.*

Ref	Action 2017-2019	Concordat Principle(s)	Responsibility	Review Date	Success Measures
36	Keele participates in a number of external frameworks, such as Stonewall Diversity Champions Programme, Disability Confident and Athena SWAN/ gender equality mark charters to raise the profile of the University as an employer of choice.				
a)	Continue extension of Athena SWAN to include all Schools within the Faculty of Humanities and Social Sciences.	6	HR and Schools in HUMSS	Summer 2018	All Faculty of Humanities and Social Sciences Schools have Athena SWAN Champions in place. Self-assessment teams in each school will be in place by the end of 2017.
b)	Ensure that renewals of Athena Swan award occur as required.	6	HR	Submissions due: Nov 2017 Apr 2018 Nov 2018 Nov 2019	Athena SWAN submissions planned for November 2017 include: The University submission (Bronze renewal), the School of Life Sciences (Silver renewal), the School of Humanities (renewal - level TBC) and the School of Nursing and Midwifery Bronze submission.  Submissions planned for April 2018 include: ISTM/IACS Silver submission, School of Medicine Silver submission, School of Health and Rehabilitation renewal (level TBC), SPIRE Bronze submission and IPCHS Silver resubmission.  Submissions planned for November 2018 include: School of Geography Geology and the Environment Bronze submission, School of Chemical and Physical Sciences Bronze submission, SS&PP submission (level TBC).
c)	A number of actions will take the University forward with Athena SWAN from November 2017. The new Athena SWAN action plan will cover areas of intersectionality of gender with other protected characteristics including race, i.e. work from Athena SWAN and REC will support one-another. Promote the diversity in research careers, through the Athena SWAN action plan.	6	HR	Oct 2019	New Athena Swan action plan is in place and is being actioned.

	<p>d) In 2016, the University was placed 237/415 in the Stonewall Workplace Equality Index. Recommendations included a need to give more targeted training to managerial staff. This has been taken on board as part of our Unconscious Bias training, for those in leadership roles. In 2017, the University was placed 262/439 in the Stonewall Workplace Equality Index. Recommendations again included a need to target training and services more specifically to issues of sexuality and gender identity. Members of the HR team have participated in ECU's training on Improving Experiences of Trans Staff and Students, with the aim of understanding and promoting best practice at Keele. Work to increase the University's placing in the Stonewall Workplace Equality Index.</p>	6	HR	Feb 2018 Feb 2019	Increase rating on the Workplace Equality Index.
37	<p>Keele has committed to supporting Race Equality for both staff and students and has become a member of the external framework, Race Equality Charter. The launch event was held in October 2017. A self assessment team (SAT) of staff and student groups has been developed to research and promote Race Equality throughout Keele. This SAT breaks down into three sub-groups to focus on Students Data Analysis and Support, Staff Data Analysis and Support and Consultation and Communication.</p> <p>a) Submit for the Race Equality Charter with the aim of achieving Bronze.</p> <p>b) Feedback on the submission for the Race Equality Charter will be received 5 months after submission (approx. December 2018). From the feedback, develop an action plan for the Charter and also identify further actions for the Concordat.</p> <p>c) Launch a BAME staff network.</p>				
		6	HR	Dec 2018	Bronze Award.
		6	HR	Mar 2019	Action plan in place.
		6	HR	Dec 2017	BAME network launched. Programme of activities/meetings scheduled.
38	<p>The promotions panel sit on an annual basis and the diversity statistics are reviewed by University Executive Committee (UEC). This takes place between September and December each year. Continue to monitor the diversity of applicants and successes of people going for promotion.</p>	6, 2	HR	May 2018	Monitoring reports produced and discussed by relevant committees.
39	<p>Encourage BAME staff to apply for promotion. Analysis of promotions by ethnicity to be carried out more rigorously and any barriers identified.</p>	6, 2	HR	Oct 2019	All BAME staff encouraged to apply for promotion. Further actions identified to address under-representation, if it is found.
40	<p>Use the appraisal system to identify women who may be encouraged to apply for promotion within the next 4 years and proactively to help them identify where they need to focus their energy.</p>	6, 2	HR	Jun 2018 Jun 2019	Applications for promotions will reflect the pool of potential applicants (i.e. Lec-B for SL posts etc.) by gender. A target of 35% women in professorial positions and equity in senior lecturer positions to be achieved by 2021.
41	<p>The University is a Disability Confident Employer (Level 2). Maintain and progress through the levels.</p>	6	HR	Aug 2019	Maintain level 2.



42	<p>Women are encouraged to apply for promotion to Senior Research roles through the University's promotions procedure. In 2016, 42 delegates attended a University promotions workshop. A separate promotions workshop was also held in October 2015 for academic staff in Nursing and Midwifery (9 participants), where a particular need had been identified.</p> <p>In 2017, a total of 64 people attended a University promotions workshop - 36 delegates attended a promotion workshop to the senior level (SL, STF, SRF) and 28 delegates attended a promotion to Prof/Reader workshop.</p> <p>Continue to hold workshops during the year to provide all relevant staff with the information and tools to apply for promotion.</p>	6	HR	Jun 2018 Jun 2019	Workshops held and feedback reports that they are useful and have helped to prepare staff with their application. High numbers of participants at workshops (50+ per annum).
43	<p>Recommendations from E&amp;D consultants (Parigen) following a consultation exercise, held in September - October 2016, have been prioritised. Carry out a staff survey to capture staff satisfaction and further areas for improvement with equality and diversity.</p>	6	HR	Apr 2018 Dec 2018	Staff engagement survey undertaken. Priority areas and actions identified from survey.

<b>Implementation and Review</b>					
<i>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.</i>					
Ref	Action 2017-2019	Concordat Principle(s)	Responsibility	Action Date	Success Measures
44	Create a Concordat reporting group to report termly on the progress of actions. Membership will consist of representatives from HR, MAC, LPDC and RIE. The PVC (R&E) will also sit on the group as will representatives for contract research staff.	7	All involved	Review termly	Concordat reporting group created and meeting regularly.
	a) Terms of reference created	7	LPDC	Sep 2018	Terms of reference created and circulated to members
	b) Members invited to form the group and attend meeting.	7	LPDC	Oct 2018	Members invited and first meeting held by end of Nov 2018
	c) First meeting	7	LPDC	Nov 2018	
45	The University has taken part in the CROS and PIRLS surveys for the first time in 2017. Ensure that this continues in future years, increasing responses, in order to obtain the views of researchers.	7	MAC and LPDC	Oct 2019	Run CROS and PIRLS 2019.
	a) Generate an action plan for further support of research staff, based on the results of the 2017 surveys	7	LPDC	Oct 2018	Action plan created from the results of the CROS and PIRLS 2017 surveys
46	Renew the Vitae and UKCGE membership annually and maximise subscriber benefits.	7	PVC (Research and Enterprise), RIE and LPDC	June 2018 June 2019	Vitae and UKCGE membership renewed. Increase in the number of Keele staff and students subscribing to Vitae.
47	Commit to funding at least one member of Keele staff to attend the annual Vitae international researcher development conference.	7	LPDC	Sept 2018 Sept 2019	Minimum of one representative attending from Keele per year.
48	Share examples of best practice with Vitae and the HEA.	7	LPDC	Oct 2019	Any examples of best practice have been written up and shared with Vitae and HEA.