

The Concordat to Support the Career Development of Researchers

Keele University Action Plan 2017-2019

Glossary of Terms			
FRO	Faculty Research Office	KIITE	Keele Institute for Innovation and Teaching Excellence (KIITE) replaced the Learning and Professional Development Centre (LPDC) Jan 2019
PGRD	Postgraduate Research Director	AD	Academic Development - part of KIITE
HR	Human Resource	OD	Organisational Development - the training arm of HR
RI	Research Institute	MAC	Marketing and Communications
SAS	Student and Academic Services	RIE	Directorate for Research, Innovation and Engagement
		RaiSE	Research and Innovation Support Enhancement

Recruitment, Selection and Retention						
<i>Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.</i>						
Ref	Action 2017-2019	Concordat Principle(s)	Responsibility	Review Date	Success Measures	Updates
1	2017 - The academic probation procedure, which is applicable to lecturers, is 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.	1.00	HR	Oct 2018	Reach an agreement.	COMPLETED The academic probation procedure has been approved and is now in place. it is available to view at https://www.keele.ac.uk/media/keeleuniversity/hr/payprogressionandprobation/FINAL%20Academic%20Probationary%20Procedure%20Jul18.pdf
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.	COMPLETED All recruitment materials now contain a positive action statement. Guidance has been provided to all managers and has been in place since June 2018.
3	Run a 50:50 awareness campaign around recruitment, to encompass interview panel constitution, long- and short-listing, offer of appointment. https://www.keele.ac.uk/equalitydiversity/equalityanddiversitystrategy/	1	HR	Oct 2019	All interview panels to meet the published criteria.	COMPLETED All interview panels now meet the published (intranet) criteria .
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.	COMPLETED Target incorporated into Chair's briefing notes for appointment and promotion panels and is flagged to the panel at the outset of the meeting (Sept 2019). This process is now been embedded and HR continues to monitor achievement against the female representation target, progress will be recorded as part of the next action plan.
5 a)	Obtain a gender balance on interview panels.	1, 6	HR	Oct 2018 Oct 2019	50:50 gender balance on all panels.	COMPLETED Recruitment guidance and supporting documents have been updated to stipulate that it is a University policy to have a gender mix on panels, documentation is available to all staff on the University intranet.
b)	Record in Keele People and monitor interview panel information.	1, 6	HR	Oct 2019	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.	COMPLETED Panel composition is now recorded and monitored in Keele People (online internal record system).
c)	Update the interview panel ready reckoner to allow staff at a lower grade than stipulated on the reckoner to sit on panels and learn the procedures.	1, 6	HR	Sep 2018	Panel composition ready reckoner updated.	COMPLETED The ready reckoner has been updated – staff at a lower grade than stipulated can now sit on panels.
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.	PARTLY COMPLETED & CARRIED FORWARD The gender diversity profile is recorded in Keele People (online record system) but we have not had the recording system in place long enough to carry out an analysis of panels. Analysis will be included on the new action plan.
Recognition and Value						
<i>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.</i>						
Ref	Action 2017-2019	Concordat	Responsibility	Review Date	Success Measures	Updates

6	Development of online resources to support the management of a research award, that can be accessed by researchers as required.	2	KIITE (AD), HR, RIE & FROs	Oct 2019	Documents are on the LPDC/KIITE website, have been promoted via the LPDC/KIITE Digest and circulated to FROs.	PARTLY COMPLETED & CARRIED FORWARD Development of an online course is in progress but not yet complete (targeted for release spring 2020). In the meantime the Raise team works with individual academics, teams and departments to support them in setting up and managing research awards.
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. Aiming for completion rate to maintain or increase on previous year target is at least 95% (agreed University KPI). Completion rates for across the University so far: 2015: 87.3% 2016: 93.21%	PARTLY COMPLETED Awareness raising and monitoring has been undertaken and continues. Communication has been sent to the University Leadership Group (includes Heads of School, School Managers, Institute Directors, Deans and Deans for Research) in April 2018 and May 2019 reminding them that all staff including researchers, and others, on fixed-term contracts should have SPRE meetings (with the exception of staff currently in their probation period). Additional guidance produced and circulated to Heads of Schools on SPRE / PPRE and WAM in February 2019. Review and evaluation of progress is being undertaken during Autumn/winter 2019. Efforts will continue, with the aim of increasing completion rates consistently and meeting the University KPI. Completion rates: 2017: 95% 2018: 89% 2019: 90%
8	Develop and support leadership capability and capacity of new research					
	a) Run an academic Leadership programme during the Autumn term 2017, evaluate and if successful aim to run annually, increasing the number of researchers attending.	2, 3, 5	KIITE (AD) & OD	Sep 2018	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.	COMPLETED 32 academic staff attended a Strategic Research Leadership Programme, delivered by Advance HE. The programme launched in September 2018 and completed in July 2018. Feedback was used to inform delivery of the programme as it progressed and has also informed the development of an Academic Leaders Programme, due to launch in the 2019-20 academic year.
	b) Create new academic leader guidelines.	2, 3, 5	OD	Dec 2017 Oct 2019	Guidelines are in place and accessible via the OD webpage.	PARTLY COMPLETED & CARRIED FORWARD Feedback from Strategic Research Leadership Programme was used to develop the Academic Leaders Programme. Leader In the next plan, guidelines will now be developed into a set of Leadership Principles for Keele, though active engagement with a network of research leaders from across Keele
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.	2, 4, 5	HR, OD, AD	Oct 2018	Guidance is in place and a questionnaire conducted. Results of the questionnaire show that these are being used initially in over 50% of SPREs where relevant. Conduct a further questionnaire once completed to see how successful these have been with SPRE/PPRE discussions.	COMPLETED Slides were developed by the Academic Development team to highlight the relevance and value of the RDF and UKPSF Framework to the SPRE process. These have been implemented within SPRE Training in 2019 by the Organisational Development Team and links to the RDF added to the SPRE paperwork. Feedback suggests that more than 50% uptake has been achieved, monitoring and evaluation will continue.
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	SAS, KIITE (AD) & 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.	COMPLETED Jan - Mar 2018 - a special event "PGR Supervisors: Supporting Your Students to Achieve Success" was run 4 times, to inform all PGR supervisors about recent developments in PGR support at the University and to highlight the headline changes to the new PGR Code of Practice. 140 members of staff from across the University attended. Feedback indicated that the sessions contained useful content that Supervisors could take back to their colleagues and students. The code of practice is highlighted in a number of workshops, notably the PGR university induction, PGR post-progression Briefing and the Getting Started as a PGR Supervisor course. June 2018 - A version of the session also ran three times for PGR students. 62 students attended.

	b) Update mandatory supervisory research development programme for those new to supervision.	2, 4, 5	KIITE (AD)	Dec 2017 Dec 2018	The programme has been updated to include the new Code of Practice.	COMPLETED Dec 2017 - The research supervisor development programme was updated, ahead of the 2018 rollouts in April and July. The update includes details on the new code of practice. Oct 2018 - A new workshop has been developed for PGR supervisors, planned to run twice, it details the major milestones of a PhD/ProfDoc and relevant paperwork that needs completing. Code of Practice: https://www.keele.ac.uk/students/academiclife/currentpgrstudents/pgrcodeofpractice/ A milestones document has also been completed which is available to download from https://www.keele.ac.uk/research/currentpgrstudents/pgrguidanceandforms/
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	Dec 2018	Scheme to be operationalised launched and assessed (through PGR Committees and survey) and piloted by 30 May 2018.	COMPLETED Post-doc Fellows scheme piloted in humanities since 2017/8, all applications have been accepted as Post-doc Fellows, currently 17 students have taken advantage of the scheme, with potentially 4 more joining it Nov 2019. Evaluation will follow in 2020, as part of the new action plan.
	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.	PARTLY COMPLETED The scheme has been piloted in the Faculty of Humanities & Social Sciences, as described in 11a. Although not used in other faculties the scheme is available to them. The evaluation (described in 11a and carried over to the next action plan) will be used to inform faculties of the outcomes in HUMSS and the practicalities of expanding the scheme to other faculties will be reconsidered.
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 (OD)	Aug 2018	Establishment of an action plan for the Technician Commitment.	COMPLETED Oct 2018 - An action plan has been created and submitted following work led by an internal project team. The interpretation and application of the Technician Commitment through the form of the action plan has been formally commended. Oct 2019 - The action plan is in place https://www.keele.ac.uk/organisationaldevelopment/technicalservices/techniciancommitment/techniciancommitmentatkeele/
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.	PARTLY COMPLETED An exit questionnaire is sent out to all leavers, however, this project (exit interviews) was delayed due to a strategic decision to review the leavers process through the Race Equality Charter work and a Uniac audit. New proposals are being developed that will embed the offer of an exit interview and will be followed by an evaluation of implementation impact.
14	Continue to roll-out and make researcher aware of the new structures and opportunities provided by the RAISE project.					COMPLETED
	a) RaISE project aims to improve the resourcing and quality of professional	2.00	RIE	Sept 2018	Enhanced engagement with the research development function and	(1) RaISE presentations given at every school and RI during 2017-18; (2) RaISE clinics commenced in summer 2018 and rolled out over 2018-19;

	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.	2.00	RIE	Sept 2018 Sept 2019	Improved success rates for applications for research grant funding.	(3) new RaISE webpages launched November 2019 - https://www.keele.ac.uk/research/raise/ ; (4) future plans include RaISE online handbook for academic staff - 2018 detailed guidance now available via the website. a - Submissions 2017-18: researchers submitted 490 research proposals totalling £91m, that was 8 less proposals than 2016-17, but the value was £21m more indicating fewer but larger proposals. Income from proposals submitted during 2017-18 is £22m, an increase of £8.9m on the previous year. Percentage of academic staff (T&R or R) acting as PI or Co-I on an application during the year was steady at 56%. Submissions 2018-19: approx. 556 applications for research funding totalling £96m were submitted, representing an increase of 66 applications / £5m on 2017-18, which is the highest amount ever submitted by Keele for the second year running. Keele received 212 awards from grants submitted during 2018-19; this number is already equal to that of 2017-18, with a large proportion of applications still awaiting a response (264), this number is likely to increase over the next 6-9 months. The value of these awards totals approximately £15m. b - (1) RD team developing a database of funding opportunities arranged by career stage - to be launched during 2019; (2) fellowship programme to be launched in 2018-19; (3) collaboration with AD/OD on research training offer during 2018-19 c - (1) 2017-18 has seen vast improvements to the quality of operational review, with contractual / integrity and resourcing review factored into the development process; (2) submissions and approvals policy launched as a pilot in Oct. 18, full launch in Jan 19; (3) first organised institutional sifts of proposals took place during 2017-18; (\$) plans during 2018-19 to develop a peer review college and a set of principles to underpin peer review at Faculty level (due to issues with success rate data pre-RaISE, accurate data not available year on year until Aug 19)
	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.	2.00	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	KIITE (AD)	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.	COMPLETED The MA in Higher Education Practice launched in Sept 2018 with modules, linked to the Academic Professional Apprenticeship, in both teaching and research. Each of these modules spans an academic year.
16	Increase the number of staff gaining academic recognition through the Higher Education Academy Fellowship Scheme via Keele's CPD route.	2, 3, 4	KIITE (AD)	Jan 2018 Jan 2019	Improve on the final 2016/17 numbers.	COMPLETED 2016/17 - 6 staff obtained Fellowship, 7 Senior Fellowship and 2 PGR students obtaining AF status. TOTAL 15 2017/18, 6 staff obtained Fellowship, 13 Senior Fellowship and 3 staff/PGRs obtained Associate Fellowship. TOTAL 22 2018/19 2 staff obtained Fellowship, 11 staff Senior Fellowship, 2 Principal fellowship and 6 staff/PGRs obtained Associate Fellowship. TOTAL 21
Support, Career Development and Training						
Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment. The importance of researchers' personal and career development and lifelong learning is clearly recognised and promoted at all stages of their career.						
Ref	Action 2017-2019	Concordat	Responsibility	Review Date	Success Measures	Updates
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	OD, AD & HR, working with FROs/RIs	Oct 2019	Research specific induction checklist is in place and has been circulated to FROs.	COMPLETED Before staff undertake induction an additional sentence has been added to the line managers automated email, reminding them that they should use the Induction Resources and Templates available to support every new member of staff.

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 and third round of the Impact Acceleration Fund has run with applications reflecting a broad cross section of University research.	COMPLETED The second round of the Impact Acceleration Fund ran successfully, with applications reflecting a broad cross section of University research, 29 applications were received and all were funded. A 3rd round was launched in 2019 and funded a further 54 projects. A celebrating impact conference ran June 2018 (89 attendees) and June 2019 (55 attendees) and a workshop series (Sept 18-Feb 19): https://www.keele.ac.uk/research/raise/supportingimpact/#celebrating-impact-conference
19	Aug 2017 Researcher Summer School introduced, as a week-long event designed to offer a wide range of choice to support the professional skills development of researchers outside of the academic year. Workshops 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	KIITE (AD)	Sept 2018 Sept 2019	Evaluations from participants and at least fifty attendees across the week. Evaluate participation by diversity and attendance mode.	COMPLETED A second summer school was held in August 2018. This was delivered in a similar format to 2017, with the addition of more parallel sessions and a larger venue. Based on the feedback from 2017, new sessions were introduced including GDPR, collaborating, co-authoring and notetaking with Google Apps, grant writing, writing in an academic style, writing a lay abstract and conversation skills and the writing retreat format supported attendance for half days of the full day. The 2018 Summer School was attended by 92 staff, PGR and MSc/MA students from across the University (69 PGR, 4 MSc/MA, 14 lecturers, 3 Research Associates/Fellows, 2 Teaching Fellows and 1 Professor), with a total attendance of 342 over all sessions. The 2019 Researcher Summer School programme was developed based on 2018 feedback and other identified support needs, it introduced 6 new workshops, including public engagement, grant writing and research governance with parallel sessions running on 2 days and a new format mid-week with a mini-conference focussed of career support, which attracted 31 delegates. The 2019 Summer School was attended by 91 staff, PGR and MSc/MA students from across the University. PGRs made up 71%, Research Fellows 6%, and academics 16%, the remaining 7% is PGT students. The average attendance per workshop was 15 and total attendance for all sessions (including Career Wednesday) was 256.
20 a)	Workshops run through KIITE (previously 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	KIITE (AD), HR, PVC (Research & Enterprise)	Jul 2018	Discussion will have taken place between HR and LPDC and a solution derived.	COMPLETED The tool used for reporting workshop attendance now allows filtering by job title
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	KIITE (AD)	Oct 2019	Aim to increase the number of research staff taking up training and development offered through the LPDC (now KIITE) by at least 15% between November 2017 and November 2019.	PARTLY COMPLETED The number of staff taking up training has increased year on year and is above 15% for 2018 but for research only staff the increase is below the target 15%. As part of the next action plan direct consultation with researchers will be used as part of a university wide review of training needs. During 2017 - total staff and Postgraduate students undertaking training = 816 (of which 112 were PGR students and 48 research staff). During 2018, the total was 1606, new sessions to raise awareness of the updated PGR Code of Practice contributed to a particularly large rise (244 PGRs, 56 research staff). The 2019 total (to 5th Nov) = 741 (164 PGR, 40 Research staff (with 2 months of the year to go, expected to be similar to 2018 by the end of the year).
21	Ethics review panels changed in 2017 from University-wide to faculty-led. Update ethics training to reflect this.	3, 2, 5, 6	KIITE (AD)	Summer 2018 Summer 2019	Increase numbers in 2018 and 2019 from the 16 that attended during 2017.	COMPLETED Training provided for ethics panel members by PEAK and all ethics panel Chairs (spring 2019). All ethics panel Chairs attended and a number of panel members (in total a further 16 accessed the training)
22	Writing retreats are held across the University (see case study). Continue running writing workshops and holding writing retreats across the University.	3.00	KIITE (AD) and others across the University	Sept 2019 Nov 2019	Positive responses through evaluation of monthly writing retreats, run centrally through KIITE (previously the LPDC) using an online feedback questionnaire.	COMPLETED Writing Retreats are now well established at Keele. Due to demand they are offered at least monthly are usually reach capacity or close to it. Staff and students understand and benefit from attendance and the Writing Retreat has become a feature of the Researcher Summer School and the backbone of Writefest, a celebration and incentive to progress all academic writing, where Writing Retreats feature each week during November. Attendance 2017 = 89, 2018 = 138 2019 104 (Jan - Oct). feedback comments continue to be very positive and similar to those included in the 2017 case study. shared as part of the 4 year review

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	OD 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.	COMPLETED New Mentoring Guidance now available via the website at https://www.keele.ac.uk/organisationaldevelopment/resources/mentoringresources/
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	OD	Dec 2017	Evaluations from participants and number of participants attending.	COMPLETED The Masterclass was held in 2017, 47 staff attended including academics and PGR supervisors (but no Research only staff) A recording of the event was made available on the website and all staff informed. https://www.keele.ac.uk/organisationaldevelopment/coachingandmentoring/researchmentoring/
c)	Publish an online mentoring development package online to supplement the existing paper-based resources and face-to-face sessions.	3, 4, 5	KIITE (AD)	Sep 2018	Online and available to staff via Learning Pool.	COMPLETED An online learning module, via Learning Pool, called 'Introduction to Mentoring' has been available since 2018, 17 participants have completed to date as at July 2019
d)	Develop workshops for research mentors as well as research mentees on supporting PPD.	3, 4	OD	Sep 2018	Mentor and mentee workshops have been offered centrally and locally in line with demand and need.	COMPLETED Workshops available via OD Open Programme of Events accessible via people.keele.ac.uk Bespoke events have also been held, presentation and supporting papers available via the OD Website under the 'Research Mentoring' https://www.keele.ac.uk/organisationaldevelopment/resources/mentoringresources/ and https://www.keele.ac.uk/organisationaldevelopment/coachingandmentoring/researchmentoring/
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.	COMPLETED while the E&D newsletter is not being introduced mentoring is actively promoted in other ways that are effective in raising awareness - through EDI committees, promotions workshops and inclusion SPRE conversations. Mentoring is offered to women who request it, to support promotion applications. Following the 2019 SPRE discussions, mentoring for women identified within 2 years of promotion will also be put in place.
f)	Amend promotions guidelines to offer mentoring specifically to unsuccessful candidates at the time that they are informed of the outcome of their promotion application.	3, 1, 6	HR	Oct 2019	Guidelines amended and mentoring offered to all unsuccessful candidates.	COMPLETED Promotion Committee Guidelines have been amended to document this provision
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 (OD & AD)	Spring 2018	Evaluations from pilot are positive and the process of support is mainstream.	COMPLETED 2017-2018 Promotes were invited to participate in coaching as part of their ongoing CPD. 2018-2019 Promotions will be reviewed in terms of numbers to see if this is still a possibility given the limited resource within the OD Team. 2019 Update - Coaching opportunities are available to all-staff across the University to support their ongoing CPD.
25	Carry out review of training provision for researchers across the University.	3, 4	Strategic Lead for PGR	May 2018	Review completed.	COMPLETED Review carried out in 2018 and 2019 and shared with the PGR Research Committee.
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	KIITE (AD)	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.	COMPLETED Finding a Space to Write - The Art of Time Creation was introduced as a new workshop in Jan 2018 and attended by 7 PGRS and 3 researchers, in 2018 it ran in Mat, 6 PGRS, 2 ECR and 2 researchers attended the workshop. The intention is to run this event annually if demand continues.
27	Over 400 courses are offered by KIITE (previously LPDC) on a wide 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 surveyed 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 workshops to the programme.	3, 5	KIITE (AD)	Summer 2018 Oct 2019	Run workshops on dissemination, communication skills, media engagement and time management, all aimed specifically at researchers.	COMPLETED For 2017-18 new workshops were introduced on dissemination, communication skills, media engagement (see action 30) and time management, all aimed specifically at researchers. These continue to feature in the 2019 programme of workshops. Most feature in the Learning Development Guides under the relevant RDF domain, media engaging workshops are run and advertised by marketing.

28	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	AD & OD	Summer 2018	All brochures detailing the courses show how workshops are aligned to the RDF. The same for workshops detailed on the website.	COMPLETED Two new brochures (one for staff and one for PGR Students) detailing all events and workshops offered through Academic Development released and available for download Keele webpages: www.keele.ac.uk/ldguides. The PGR brochure is laid out according to the domains of the RDF. The staff brochure is split into two sections: Learning and Teaching and Essential Skills for Researchers (these workshops are aligned to the RDF).
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>						
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29	Run an IP workshop . Ensure that it is well publicised and attended. Review feedback and repeat at least annually.	5, 3	RIE and KIITE (AD)	Jan 2018 Sept 2019	Positive responses on feedback forms following each workshop.	COMPLETED Due to insufficient numbers, Jan 2018 workshop was cancelled but a session on Intellectual Property was included in the first of the researcher modules (The Professional Published Researcher) of the new MA in Higher Education Practice Oct 2018. This module is open to all research active staff. Completion of the two researcher modules will lead to an PGCert in Higher Education Research. 18 attended and feedback was positive. Feb 2019 - Introduction to Intellectual Property half day workshop attended by 8 staff members from across the University, feedback positive.
30	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 KIITE (AD)	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.	COMPLETED Workshop ran November 2017 and March 2018 and attracted 8 participants (5 PGRs, 1 research only staff and 2 lecturers). Oct 2018 - A new workshop, <i>Broadcast Media Training for Academics</i> , progressing the previous workshops was introduced for 2018/19 and facilitated by Steve Clarke (ex-BBC and Reuters News Presenter) and the Keele Communications Team. Target audience is academic staff, postdocs and early career researchers, especially those who have only a little experience dealing with the media, giving interviews or making appearances on radio or TV. The session ran in September 2018 and attracted 14 participants (1 research only staff and 12 lecturers involved in research).
31	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.	5.00	MAC	Oct 2018 Oct 2019	Run at least 4 workshops a year.	COMPLETED Nov 2018 - 2 Workshops (1 as part of Writfest 2018) - 22 & 25 attendees , Attendance and address to 25 people at a School of Chemical and Physical Sciences school meeting (academic/research) and 4 individual appointment for academics with a Conversation Editor. Feb 2019 - Conversation Editor Paul Keaveny had 3 one-to-one talks with Keele academics, and held a general workshop attended by 24 academics. Nov 2019 - Communications Team is holding a 'Meet the Media' day which includes former BBC journalists, science communication experts and a Conversation Editor, with 6 one to ones arranged as well.
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	Dec 2017 Dec 2018 Oct 2019	50 published articles a year.	COMPLETED For the academic year 2017/18, 77 articles have been published by 56 Keele authors and read 1.9million times. Collectively (2013-2019) all of Keele's articles been read over 6.8m times.

32	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	AD & OD	Summer 2018 Summer 2019	Brochures accessible via the website and distributed to all Schools/RI's.	COMPLETED Oct 2018 - Two new brochures which detail all events and workshops offered through Academic Development have been released - one for staff and one for PGR Students. These have been distributed to all schools/RIs and directorates and are also available in common areas, as well as in PDF for download from the Keele webpages: www.keele.ac.uk/ldguides . Online brochures will be updated annually as new workshops are developed or existing ones revised.
33	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 Fellow of Public Engagement with Research (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.	COMPLETED Year 2 funding attained (Oct 2018, 6 months of UKRI funding followed by 6 months of Keele match). Outputs completed so far include: the launch of Stoking Curiosity, an annual public engagement festival (2018, 2019 and planned for 2020), the development of a PER hub website; drafting of a PER framework/strategy and the acquisition of PER training resources for use in new HE Practice MA; NCCPE training to assist with the development of PER/impact/evaluation team in RIE; training sessions for researchers on PER and impact; launch of a Keele Excellence award for PER. Keele was awarded an extension to funding to embed PE with research across the University. PE workshops (2) were held in supplemented by an additional workshop as part of the Researcher Summer School in August. Webpages are in the process of being developed and will be integrated into the business gateway model as a PER route. A PE team has been drawn together from across the University and is offering regular drop in surgeries for guidance (2019).
34	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	Messaging 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.	COMPLETED Message sent to University Leadership Team (ULG) in 2018 and 2019 to remind them SPRE is mandatory for all staff (except those on probation).
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	Responsibility	Review Date	Success Measures	Updates
35	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.	COMPLETED As of Oct 2018 all schools have Athena SWAN Champions in place.
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 planned submissions/renewals Nov 2017 submissions: 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. April 2018: ISTM/IACS Silver submission, School of Medicine Silver submission, School of Health and Rehabilitation renewal (level TBC), SPIRE Bronze submission and IPCHS Silver resubmission. November 2018: School of Geography Geology and the Environment Bronze submission, School of Chemical and Physical Sciences Bronze submission, SS&PP submission (level TBC).	COMPLETED All planned submissions were made. Renewals mean the University holds an Athena SWAN bronze and all schools, with the exception of Keele Business School, hold a departmental bronze award, apart from the Institute of Primary care and Health Sciences (IPCHS), who have just been awarded silver (Nov 2019).

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.	COMPLETED The action plan is in place and being actively progressed: https://www.keele.ac.uk/equalitydiversity/equalityawards/athenaswan/currentactionplan/ Since Oct 2018 all schools have Athena SWAN Champions in place.
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	6	HR	Feb 2018 Feb 2019	Increase rating on the Workplace Equality Index.	COMPLETED In 2018, the University was placed 302/434 in the Stonewall Workplace Equality Index. To improve our ranking a dedicated action plan has been developed and was approved by the EDI Steering group in Oct 2018 for the period 2018-2020. New actions include launching an Allies Network, profiling LGBTI role models, Senior Leadership engagement in LGBTI events/activities and a high profile event for LGBTI History Months in Feb 2019. 2019 Keele remains committed to this initiative, placed 273/445 in the Stonewall Workplace Equality Index. Feb 2019 - Stonewall BAME LGBTI voices event well received, event and training dates now confirmed for the Allies training and a number
36	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 below to focus on Students Data Analysis and Support, Staff Data Analysis and Support and Consultation and Communication.					
a)	Submit for the Race Equality Charter with the aim of achieving Bronze.	6.00	HR	Dec 2018	Bronze Award.	COMPLETED Submission made and action plan has been reviewed by EDI Steering Group and UEC. Bronze award confirmed May 2019 https://www.keele.ac.uk/discover/news/2019/may/bronze/racial-equality.php
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.	6.00	HR	Mar 2019	Action plan in place.	COMPLETED Action plan implemented Feb 2019, following submission, positive feedback received July 2019 revised action plan now being delivered and monitored
c)	Launch a BAME staff network.	6.00	HR	Dec 2017	BAME network launched. Programme of activities/meetings scheduled.	COMPLETED Launched Nov 2017 as a staff led network with no HR rep but there is a mechanism in place for feedback through the Co-Chairs of the group attending the REC Communication and Culture Working Group. The network held an Inauguration event in Oct 18 with the theme of empowerment and in November 2018 met with the Chair of Council. The network continues to thrive with an active 2019 programme https://www.keele.ac.uk/media/keeleuniversity/hr/edi/BAME%20Staff%20Network%20Flyer-%20draft-%20September%202018.pdf
37	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.	6, 2	HR	May 2018	Monitoring reports produced and discussed by relevant committees.	COMPLETED The promotions procedural review committee met in May 2018 & 2019. The Committee received and reviewed equality and diversity profiles on promotions applicants and decisions by gender, age, disability and ethnicity. The Committee also approved changes to the promotions procedures in line with actions detailed in the Institutional Athena SWAN action plan https://www.keele.ac.uk/equalitydiversity/equalityawards/athenaswan/currentactionplan/
38	Encourage BAME staff to apply for promotion. Analysis of promotions by ethnicity to be carried out more rigorously and any barriers identified.	6, 2	HR	Oct 2019	All BAME staff encouraged to apply for promotion. Further actions identified to address under-representation, if it is found.	COMPLETED Analysis by ethnicity now carried out as part of the promotions procedural review process. Specific actions to increase BAME representation at Senior Academic levels (SL and above) are being developed as part of the REC action plan. 2018/19 saw a significant increase in the numbers (100% increase) and success rate of BAME academic staff applying for promotion to senior level (all were successful in their promotion).

39	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.	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.	PARTLY COMPLETED & CARRIED FORWARD In 2019, following the appraisal meetings, Heads of School were asked to provide names of staff approaching promotion to the Executive Deans and HR. Promotion mentoring has been put in place for those identified through this system. HR will report on progress towards the gender representation targets to the EDI Steering Group.
40	The University is a Disability Confident Employer (Level 2). Maintain and progress through the levels.	6	HR	Aug 2019	Maintain level 2.	COMPLETED Disability Confident Employer status confirmed in August 2019 https://www.keele.ac.uk/equalitydiversity/equalityawards/disabilityconfident/
41	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. 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.	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).	COMPLETED Nov 2017 Further workshop held for Nursing & Midwifery. Sept 2018 - In 2018, 10 participants attended the workshop focused on Promotion to Reader/Professor. 22 participants attended the workshop focused on Promotions to Senior Lecturer/Senior Teaching Fellow and Senior Researcher. 2019, 9 participants attended the workshop focused on promotion to Reader/Prof (of which 4 women). 36 attended the Senior level workshop (of which 22 were women)
42	Recommendations from E&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.	6	HR	Apr 2018 Dec 2018	Staff engagement survey undertaken. Priority areas and actions identified from survey.	COMPLETED The survey took place in Feb 2019, priority and actions have been identified and are being implemented at a local and institutional level.
Implementation and Review						
<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	Responsibility	Action Date	Success Measures	Updates
43	Create a Concordat reporting group to report termly on the progress of actions.	7	All involved	Review termly	Concordat reporting group created and meeting regularly.	COMPLETED Oct 2018 - First meeting of the Concordat reporting group, all faculties, Research management, HR and Marketing represented. 2019 update the group is established, and continues to meet and support the development of the Concordat Action Plan.
44	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	AD	between March-May 2019	Run CROS and PIRLS surveys.	COMPLETED Keele ran CROS and PIRLS in 2017 and during May 2019
45	Renew the Vitae and UKCGE membership annually and maximise subscriber benefits.	7	PVC (Research and Enterprise),	June 2018 June 2019	Vitae and UKCGE membership renewed. Increase in the number of Keele staff and students subscribing to Vitae.	COMPLETED Vitae and UKCGE memberships renewed for 2018/19 and 2019/20
46	Commit to funding at least one member of Keele staff to attend the annual Vitae international researcher development conference.	7	KIITE (AD)	Sept 2018 Sept 2019	Minimum of one representative attending from Keele per year.	COMPLETE Sept 2018 Researcher Developer Rachel Westwood attended, Sept 2019 Researcher Developer Christa Appleton (maternity cover for Rachel) attended.
47	Share examples of best practice with Vitae and the HEA.	7	KIITE (AD)	Oct 2019	Any examples of best practice have been written up and shared with Vitae and HEA.	COMPLETED Many examples are included on the Research Concordat Action Plan. A case study summarising the introduction and success of Writing Retreats was included in Keele's 2017 review submission to Vitae.