<table>
<thead>
<tr>
<th>Objective</th>
<th>Action</th>
<th>Responsibility</th>
<th>Timeframe</th>
<th>Concordat Principle(s)</th>
<th>Progress, August 2013</th>
<th>New Action October 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recruitment &amp; Selection</td>
<td>Advertise to attain widest applicant pool after initial exploration of Redeployment Register and Red circle database.</td>
<td>PI, HR</td>
<td>Policy</td>
<td>1</td>
<td>The University’s Equality and Diversity data regarding recruitment and selection is discussed at the senior level HR Sub Committee on an annual basis; data is presented by the Associate Vice President for Social Responsibility.</td>
<td>Policy: A summary report from the annual E&amp;D data review, undertaken by the University’s HR Sub Committee, to be submitted to the chair of the RSWG every 6 months for information and monitoring.</td>
</tr>
<tr>
<td>1.</td>
<td>Ensure Interview Panels are appropriately trained where practical in line with University of Manchester’s Recruitment and Selection Guidance. Ensure open-ended contracts become default norm, with fixed term contracts limited to specific exceptional requirements are on limited funding shows that 82% are either successfully redeployed or have their funding extended.</td>
<td>PI, HR</td>
<td>Policy</td>
<td>1.6</td>
<td>All members of interview Panels must have completed the appropriate training courses delivered by the University’s Staff Training &amp; Development Unit. Recruitment and Selection courses are tailored specifically for either Professional &amp; Support Services staff or academics, as well as level of previous training and experience. Inexperienced recruiters must have completed Equality and Diversity training in addition to the Selection and Recruitment courses.</td>
<td>Policy: regularly reviewed by assigned Committees/Groups. Summary reports to be submitted to the chair of the RSWG every 6 months for information and monitoring.</td>
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<tr>
<td>1.2</td>
<td>Facilitate and monitor redeployment through the University’s Redeployment Register.</td>
<td>HR</td>
<td>Policy</td>
<td>2.3,4</td>
<td>Policy</td>
<td>Policy: regularly reviewed by assigned Committees/Groups. Summary reports to be submitted to the chair of the RSWG every 6 months for information and monitoring.</td>
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<tr>
<td>1.3</td>
<td>Explore scope for Bridging funds between grants on a case-by-case basis.</td>
<td>Faculty Finance &amp; Research Business Managers</td>
<td>On-going</td>
<td>2</td>
<td>On-going action which is left to Schools and faculties to manage. The University’s data of those staff who are on limited funding shows that 82% are either successfully redeployed or have their funding extended.</td>
<td>University data regularly reviewed by HR. Summary reports to be submitted to the chair of the RSWG every 6 months for information and monitoring.</td>
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<tr>
<td>1.4</td>
<td>2. Recognition &amp; Value</td>
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<tr>
<td>2.1</td>
<td>Facilitate scope for co-authorship and IP rights via frameworks.</td>
<td>PI, UMIP, RRESS</td>
<td>Policy</td>
<td>2.6</td>
<td>Joint publication: it is standard practice for research staff to either publish themselves (Humanities) or collaboratively (STEM). The University’s framework for co-authorship/IP discussions is the P&amp;DR for RS which encourages a direct discussion about publications on at least an annual basis. Dedicated resources for proving guidance and advice on IP is provided by UMIP and the Business Engagement team.</td>
<td>Incidence of IP/co-authorship discussions taking place to be monitored every 3 months by the Business Lead of the new Researcher Development Online Tool (ResDOT), and via direct feedback from research staff from other channels (including Faculty Research Staff Developers and the Research Staff Association).</td>
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<tr>
<td>2.2</td>
<td>Include section on contractual terms &amp; conditions for research staff in the new University Research Staff Handbook.</td>
<td>University Skills Development Coordinator</td>
<td>On-going</td>
<td>2.6</td>
<td></td>
<td>Policy: A summary report from the annual E&amp;D data review, undertaken by the University’s HR Sub Committee, to be submitted to the chair of the RSWG every 6 months for information and monitoring.</td>
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<tr>
<td>2.3</td>
<td>Provide opportunities for greater career development responsibility relative to career level.</td>
<td>PI, Mentors, Careers Service, University Skills Development Coordinator</td>
<td>On-going</td>
<td>2.3,4,6</td>
<td>The ethos of the University’s Researcher Development Agenda for all researchers (PD&amp;F and research staff) encourages a symbiotic relationship between researcher and the University, with individual researchers taking responsibility for their career development. The University encourages the use of regular reflective practice to reinforce the responsibilities of individual researchers to reflect on their career path. A Personal Development Planner (PDP), which requires reflection to complete, will be delivered via ResDOT and reviewed annually by the individual researcher and their manager. Finally, the University is considering taking out a subscription for Vika’s RDF Planner, to support reflective practice as guided by the RDF, which will be publicized through ResDOT and other channels.</td>
<td>Monitor uptake of PDP’s via ResDOT. Continue to embed and deliver information that promotes and encourages the importance of regular reflective practice in a researcher’s career development in training sessions for research staff. Monitor use and effectiveness of RDF Planner (if subscribed to) via ResDOT and other channels e.g. the Research Staff.</td>
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</table>
All Faculties have Research Staff Fora and representation of research staff at key committee meetings. The University has a very active and effective Research Staff Association. Other channels for representation include the high level Research Staff Development Working Group and Incite, a quarterly Newsletter published by research staff for research staff. Research staff are invited to attend sectional and Faculty-wide meetings which are the main way decisions are shared and commented upon. In some Faculties, research staff also have their own group of representative that meet 3 times each year to discuss the issues they wish to raise. The Associate Dean for Research attends these meetings and provides feedback and listens to the issues raised.

2.1 Develop sense of community and belonging to the University via Faculty/HR/Intranet/Research Staff Development Working Group/Incite Newsletter/Institute communications/the University’s Research Staff Association and providing opportunities for networking, finding support and sharing ideas, best practices and experiences between researchers.

2.2 Undertake questionnaire to explore PIs perceptions and training & development needs.

2.3 Develop best practice, guidance and training for PIs in their roles as managers of research staff, to raise awareness of the responsibilities they have to support the career development of their research staff and employment T&Cs. Include in NAPs and appropriate STDU training courses.

2.4 Recognize & reward via time allocation, and Promotion, Reward & Recognition, and Performance & Development Review (P&DR) processes re: multifaceted roles. PIs, line managers should encourage such discussions in P&DRs.

2.5 All Faculties have Research Staff Fora and representation of research staff at key committee meetings. The University has a very active and effective Research Staff Association. Other channels for representation include the high level Research Staff Development Working Group and Incite, a quarterly Newsletter published by research staff for research staff. Research staff are invited to attend sectional and Faculty-wide meetings which are the main way decisions are shared and commented upon. In some Faculties, research staff also have their own group of representative that meet 3 times each year to discuss the issues they wish to raise. The Associate Dean for Research attends these meetings and provides feedback and listens to the issues raised.

2.6 Coordinate to provide a summary report to the BODWG by June 2013 clarifying what Committees (School, Faculty and institutional) research staff are represented on. J. Working with the Faculty Research Staff Developers, the University Skills Development Coordinator to assess the training and support needs of research staff reps to help them in their roles; to work with Faculty Research Staff Developers and the STDU to put in place necessary training; and to make reps aware of each other and opportunities for representing the research staff voice through the Research Staff Association. Actions to be completed by June 2013.
3.1 Provide researchers with the tools & encouragement to evaluate their own skills and development needs via Training Needs Analysis and/or P&D&R and the Researcher Development Framework (RDF)

<table>
<thead>
<tr>
<th></th>
<th>Faculty Researcher Development Teams, Research Staff Development Working Group, University Skills Development Coordinator</th>
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<tbody>
<tr>
<td></td>
<td>All</td>
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<td></td>
<td>A statement has been included in the Handy Guides for Line Managers to accompany the launch of ResDOT.</td>
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<tr>
<td></td>
<td>Completed</td>
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</table>

The University participated in the Vitae RDF Planner pilot in 2012, and is considering taking out a subscription. The University is adopting the RDF, and indeed, all Faculty Training Teams have mapped their training on to it. However, the RDF is complex and the RDF Planner could be a useful tool to help research staff make efficient and meaningful use of the RDF. Also the University is looking into PI- RDF (Planner awareness training). The RDF, RDF Planner and the importance of Reflective Practice/Review will be promoted to academics and research staff in ResDOT. Starting in October 2013, one Faculty will hold a mandatory career development session for all staff new to the Faculty. In this research staff will be encouraged to consider their career aims and plan their development for the first year of their contract. If this successful, the University Skills Development Coordinator to work with Faculty Research Staff Developers to see if the scheme can be adapted to deliver in all Faculties.

3.2 Deliver careers advice for early career and long term research staff: deliver enhanced and more visible career prospects & publicise case studies of “success stories”

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<tr>
<th></th>
<th>Faculty Researcher Development Teams, Careers Service</th>
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<td>3.4</td>
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<td></td>
<td>The University Skills Development Coordinator to solicit opinions from the NW Vitae Hub Manager, research staff and Faculty Researcher Development Teams re promoting awareness and uptake of the RDF and RDF Planner amongst researchers and</td>
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</table>

3.3 Provide mentors (other than direct line manager) who are proactively involved in personal, professional and career development of research staff

<table>
<thead>
<tr>
<th></th>
<th>Faculty Researcher Development Teams, Research Staff Development Working Group, University Skills Development Coordinator</th>
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<td>2,3,4</td>
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<td>2,3,4</td>
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</tbody>
</table>
Provide deployment opportunities for skills regarding project specific needs, employability, learning & teaching roles, public engagement, knowledge transfer, income generation and/or entrepreneurship activities

Line Managers, PIs, Manchester Enterprise Centre, Researcher Development Group, Research Staff Development Working Group, University Skills Development Coordinator

The University is currently reviewing how it can support and enhance the employability of its researchers. Once complete, the University Skills Development Coordinator will report to the AVP for Research and Graduate Education and liaise with Faculty Researcher Development Teams and central providers (Careers Service, John Rylands Library, STDU & IT Services) to ensure findings of the review process are fed into the design and content of training programmes delivered. The University Skills Development Coordinator will look into other aspects of this action - providing development opportunities for skills regarding learning & teaching roles, knowledge transfer, income generation - to canvas current provision, identify good practice, and discuss findings with the Faculty Researcher Development Teams to.

Identify/articulate & facilitate outputs/skills/competencies necessary for career paths/transitions to (i) promoted research posts, academic roles and (ii) industry

Faculty Researcher Development Teams, HR, Careers Service, RBiSS

The University Skills Development Coordinator (USDC) to liaise with the AD for Grad Education & Research, the Director of HR, the Faculty Researcher Development Teams, central providers, the Business Engagement Team and UoMIP to identify and articulate the outputs/skills/competencies necessary for career paths/transitions to (i) promoted research posts and academic roles and (ii) industry. The USDC to then work with the Faculty Researcher Development Teams (and central providers) to ensure (ii) appropriate provision is included in training programmes and (ii) to ensure that research staff are aware of the skills needed for chosen career paths.

Improve P&DR system for research & academic staff addressing (i) specific development needs (ii) embedding career trajectories (academic, industry, research) via Personal Development Plans to support employability (iii) assessing performance against personal/professional/career goals (iv) provision of annual P&DRs (v) ensuring P&DRs support professional and career development. Develop electronic system to monitor and manage the P&DR process for research staff!

Research Staff Development Working Group, University Skills Development Coordinator

This action has resulted in the substantial investment of resources to develop an online tool that will more effectively deliver the University's P&DR process for research staff and will provide a monitoring and reporting function to allow the University to: take action with those managers with a poor track record of undertaking effective P&DRs with the research staff they manage. The online system (ResDOT) will deliver a Personal Development Plan (PDP) which the research staff member will complete with their line manager. ResDOT will also be used to raise awareness of the RDF and the RDF Planner to map and scale discussions on training needs and career development.

Encourage PIs/line managers to release staff for training courses/opportunities

RSDWG, ADRs, PIs/Line Managers

The primary function of ResDOT will be to deliver P&DRs to research staff online in an effective, efficient manner to enhance. However, the system will also be used as a vehicle to (i) raise awareness of the researcher development opportunities provided by the University both locally and centrally and (ii) the RDF and RDF Planner’s tools to develop career plans supported by strategic training opportunities available locally and centrally, as well as information about the RDF and RDF Planner, to be included in the supporting literature for ResDOT written for academic and research staff. Information for academics will note the expectations of the University and RCUK re: professional and career development training and the responsibilities of line managers to support and actively encourage engagement of the research staff they manage with career development activity.

Encourage mobility between academic/industry, UK/Overseas, research disciplines/groups through placements/exchanges as a development method

PIs, Line Managers, Faculty HR/admin

The University Skills Development Coordinator to submit a paper to the RSDWG in June 2014 that scopes current provision and makes recommendations about how to take this action forward.

3.5

2,3,4

Identify/articulate & facilitate outputs/skills/competencies necessary for career paths/transitions to (i) promoted research posts, academic roles and (ii) industry

Faculty Researcher Development Teams, HR, Careers Service, RBiSS

3.6

2,3,4,5

Improve P&DR system for research & academic staff addressing (i) specific development needs (ii) embedding career trajectories (academic, industry, research) via Personal Development Plans to support employability (iii) assessing performance against personal/professional/career goals (iv) provision of annual P&DRs (v) ensuring P&DRs support professional and career development. Develop electronic system to monitor and manage the P&DR process for research staff!

Research Staff Development Working Group, University Skills Development Coordinator

3.7

2,3,4,5

Encourage PIs/line managers to release staff for training courses/opportunities

RSDWG, ADRs, PIs/Line Managers

3.8

2,3,4,5

Encourage mobility between academic/industry, UK/Overseas, research disciplines/groups through placements/exchanges as a development method

PIs, Line Managers, Faculty HR/admin

3.9

2,3
The University has a flexible working policy that is effective as corroborated in the CROS 2013 data.

Academics and the University’s Research Staff Development Working Group to have responsibility as champions to promote awareness and promotion of the Principles of The Concordat and to promote a culture of shared responsibility amongst researchers and PIs locally

Researchers to accept personal responsibility for (i) their own career development and trajectory and (ii) engaging in professional and career development training opportunities offered locally and centrally by the University

Sensitive PIs to new responsibilities as a result of policy changes at institutional and national levels via researcher development champions and the RSDWG

PIs to support/facilitate professional and career development culture amongst research staff as promoted by The Concordat

Fostering flexible working conditions in line with the University’s family-friendly policies

Publicise transparent Promotion and Recognition & reward policies/opportunities

Diversity 5. Equality & Diversity

4. Researchers’ Responsibility

4.1

Academics and the University’s Research Staff Development Working Group to have responsibility as champions to promote awareness and promotion of the Principles of The Concordat and to promote a culture of shared responsibility amongst researchers and PIs locally

HR

4.2

Researchers to accept personal responsibility for (i) their own career development and trajectory and (ii) engaging in professional and career development training opportunities offered locally and centrally by the University

All

4.3

Sensitive PIs to new responsibilities as a result of policy changes at institutional and national levels via researcher development champions and the RSDWG

RSDWG, University Skills Development Coordinator, Faculty Researcher Development Teams

4.4

PIs to support/facilitate professional and career development culture amongst research staff as promoted by The Concordat

PIs, ADRs

5. Equality & Diversity

5.1

Foster and encourage flexible working conditions in line with the University’s family-friendly policies

PIs, HR

5.2

Publicise transparent Promotion and Recognition & reward policies/opportunities

HR

All faculties now organise induction events for research staff. In addition, Faculty-specific Research Staff Handbooks, launched in 2011, and very well received, have essential information to help research staff make the most of their time at the University.

4.2

The central ethos of the University’s Researcher Development Agenda is that research staff are encouraged to take responsibility for their own career development from Day 1 (via inductions and a repeated message from the Faculty Researcher Development Teams) by taking advantage of the opportunities available to them both inside and outside of The University.

5.1

The University has a flexible working policy that is effective as corroborated in the CROS 2013 data.

5.2

Promotion and reward policies are posted on the HR web pages. Recognition/reward policies will be reviewed following low satisfaction scores in the 2013 University Staff Survey and action plans formulated by June 2014.
The University is committed to participating in CROS every 2 years. The University has not participated in CROS 2013/14.

6. Implementation & Review

<table>
<thead>
<tr>
<th>Objective</th>
<th>Responsible</th>
<th>Details</th>
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<tbody>
<tr>
<td>Participate in surveys (e.g. Careers in Research Online Survey (CROS) and Principal Investigators &amp; Research Leaders Survey (PILS)) for benchmarking purposes and to monitor institutional performance</td>
<td>University Skills Development Coordinator, RSDWG</td>
<td>It is clear from the University’s 2013 CROS data that awareness of the University’s Concordat Implementation Plan amongst research staff is poor.</td>
</tr>
<tr>
<td>Seek external recognition of key successes i.e. HR Excellence in Research badge, THES awards etc.</td>
<td>University Skills Development Coordinator, RSWG, Faculty &amp; PSS Researcher Development Teams</td>
<td>To continue to encourage staff and research staff to submit projects for national awards, University Skills Development Coordinator, RDG and the RSA to discuss potential submissions to upcoming awards and to encourage relevant stakeholders and targeted individuals to submit</td>
</tr>
<tr>
<td>Develop online questionnaire for exit interviews to monitor/evaluate the University’s training provision for research staff</td>
<td>Careers Service, RDS, Faculty Researcher development Teams</td>
<td>The University Skills Development Coordinator to consult with key stakeholders, including the Careers Service, the Alumni Office, Business Engagement Team, and Faculty Researcher Development Teams, to scope the best method of collecting longitudinal data re the impact of the University’s training programmes for research staff on career development. Summary report, with recommendations to be submitted to the RSGWG by June 2014.</td>
</tr>
<tr>
<td>Evaluate researchers’ and PIs delivery of the University’s Concordat Implementation Plan responsibilities to monitor outputs and progress via their own P&amp;DR reviews. Expand approach to allow the management and monitoring of P&amp;DRs for research staff.</td>
<td></td>
<td>To collect change request form academics and research staff involved in the pilot to improve ResDOT as an institutional tool to deliver effective P&amp;DRs to research staff. Action plans, approved by the RSDWG, to be drawn up from analysis of 2013 CROS &amp; University Staff Survey data.</td>
</tr>
<tr>
<td>Monitor accessibility, effectiveness and take-up of development and training opportunities that are relevant and timely</td>
<td>Faculty Researcher Development &amp; Training Teams collect data from those who attend their training courses to feed into the design, content and delivery of future training programmes.</td>
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To exploit ResDOT as a tool to deliver all aspects of the University's Researcher Development Agenda

Raise awareness of the RDF, the RDF planner and the University's Concordat Implementation Plan amongst academics and research staff, ensure that provision is provided locally and centrally to fully brief senior, post NAP academics with internal, national and international developments in researcher development and the impacts upon them as line managers of research staff

Increase uptake of mentoring opportunities by research staff

Support the further development of the Research Staff Association

<table>
<thead>
<tr>
<th>Targets &amp; Milestones</th>
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<tbody>
<tr>
<td>1 100% of research staff are offered a P&amp;D/R by 2015 as monitored by ResDOT</td>
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<tr>
<td>2 To increase the numbers of research staff using the RDF to 25% by 2015</td>
</tr>
<tr>
<td>3 That by 2015, 80% of senior academics have attended a briefing sessions on Researcher Development</td>
</tr>
<tr>
<td>4 That by 2015, 80% of research staff (as measured in CROS 2015 and the University Staff Survey) have been made aware of mentoring opportunities</td>
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