The University of Manchester Concordat Implementation Plan 2013 - 15

1. Recruitment & Selection Art Recruitment 1.1 Er of Er sp			Policy	Concordat Principle(s) 1 1,6	Progress, August 2013 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. All members of Interview Panels must have completed the appropriate training courses delivered by the University's Staff Training & Development Unit. Recruitment and Selection courses are tailored specifically for either Professional & 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. This action is now well embedded in normal University recruitment and selection practice. The practice was very well received by the Trade Unions, who recognise it nationally as a piece of excellent practice. The Unions are happy with data showing the types of outcomes from this piece of good practice, and the	Policy: A summary report from the annual E&D data review, undertaken by the University's HR Sub Committee, to be submitted to the chair of the RSDWG for information and monitoring Policy: regularly reviewed by assigned Committees/Groups. Summary reports to be submitted to the chair of the RSDWG every 6 months for information and monitoring purposes. Policy: regularly reviewed by assigned Committees/Groups. Summary reports to be
1.1 Er of	Advertise to attain widest applicant pool after initial exploration of Redeployment egister and Red-circle database. Insure Interview Panels are appropriately trained where practical in line with University of Manchester's Recruitment and Selection Guidance Insure open-ended contracts become default norm, with fixed term contracts limited to	PIs, HR	Policy	1	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. All members of Interview Panels must have completed the appropriate training courses delivered by the University's Staff Training & Development Unit. Recruitment and Selection courses are tailored specifically for either Professional & 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. This action is now well embedded in normal University recruitment and selection practice. The practice was very well received by the Trade Unions, who recognise it nationally as a piece of excellent practice.	Policy: A summary report from the annual E&D data review, undertaken by the University's HR Sub Committee, to be submitted to the chair of the RSDWG for information and monitoring Policy: regularly reviewed by assigned Committees/Groups. Summary reports to be submitted to the chair of the RSDWG every 6 months for information and monitoring purposes. Policy: regularly reviewed by assigned Committees/Groups. Summary reports to be
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1.2	petine exceptional requirements					
						submitted to the chair of the RSDWG every 6
					E&D data associated with this work.	months for information and monitoring
				1	EXD data associated with this work.	To raise awareness of this significant new
				2	The Director of HR has approved an initiative developed by the University's Research Staff Association	procedure amongst research staff via the RSA.
Fa						-
Fa					(http://www.rsa.manchester.ac.uk/) that will allow extended access to emails and library facilities for	The University Skills Development Coordinator
Fa					research staff for up to 6 months following the termination of a contract. This will permit individual	to work with key stakeholders (including the
Fa					research staff to maintain contacts with colleagues and to support them in writing papers post contract.	RSA) to gather evidence from end users of the
Fa					This development is unique in the HEI sector and presents another piece of excellent practice supported	procedure to demonstrate impact and report to
l Fa					by the University.	the RSWG by end of November 2014.
	acilitate and monitor redeployment through the University's Redeployment Register	нк				Policy: regularly reviewed by assigned
						Committees/Groups. Summary reports to be
						submitted to the chair of the RSDWG every 6
1.3			Policy	2,3,4	Policy	months for information and monitoring
Ex		Faculty Finance & Research				University data regularly reviewed by HR.
		Business Managers				Summary reports to be submitted to the chair of
					On-going action which is left to Schools and faculties to manage. The University's data of those staff who	the RSDWG every 6 months for information and
1.4			On-going	2	are on limited funding shows that 82% are either successfully redeployed or have their funding extended.	monitoring purposes.
2. Recognition						
& Value						
Fa	acilitate scope for co-authorship and IP rights via frameworks	PIs, UMIP, RBESS				Incidence of IP/co-authorship discussions taking
						place to be monitored every 3 months by the
						Business Lead of the new Researcher
					Joint publication: it is standard practice for research staff to either publish themselves (Humanities) or	Development Online Tool (ResDOT), and via
					collaboratively (STEM). The University's framework for co-authorship/IP discussions is the P&DR for RS	direct feedback from research staff from other
					which encourages a direct discussion about publications on at least an annual basis. Dedicated resources	channels including Faculty Research Staff
2.1			On-going	2,6	for proving guidance and advice on IP is provided by UMIP and the Business Engagement team.	Developers and the Research Staff Association.
	nclude section on contractual terms & conditions for research staff in the new	University Skills Development	505	-,-		
		Coordinator		l. <u>.</u>		
				1,2	Completed.	
		PIs, Mentors, Careers Service,		1	The ethos of the University's Researcher Development Agenda for all researchers (PGRs and research	Monitor uptake of PDP's via ResDOT. Continue
le		University Skills Development		1	staff) encourages a symbiotic relationship between researcher and the University, with individual	to embed and deliver information that
		Coordinator		1	researchers taking responsibility for their career development. The University encourages the use of	promotes and encourages the importance of
				1	regular reflective practice to reinforce the responsibilities of individual researchers to reflect on their	regular reflective practice in a researcher's
				1	career path. A Personal Development Planner (PDP), which requires reflection to complete, will be	career development in training sessions for
				1	delivered via ResDOT and reviewed annually by the individual researcher and their manager. Finally, the	research staff. Monitor use and effectiveness of
				1	University is considering taking out a subscription for Vitae's RDF Planner, to support reflective practice	RDF Planner (if subscribed to) via ResDOT and
2.3			On-going	2,3,4,6	as guided by the RDF, which will be publicised through ResDOT and other channels.	other channels e.g. the Research Staff
					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 Vitae's RDF Planner, to support reflective practice	promotes and encourages the importar regular reflective practice in a research career development in training sessions research staff. Monitor use and effectiv RDF Planner (if subscribed to) via ResDC

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		Faculty/School HR & admin				Coordinator to provide a summary report to the
	bodies and Committees	staff, Associate Deans for				RSDWG by June 2013 clarifying what
		Research, Faculty Researcher				Committees (School, Faculty and institutional)
		Development Teams, University				research staff are represented on. 2. Working
		Skills Development Coordinator				with the Faculty Research Staff Developers, the
		Skiiis Developilient Coordinator				
						University Skills Development Coordinator to
					All Faculties have Research Staff Fora and representation of research staff at key committee meetings.	assess the training and support needs of
					The University has a very active and effective Research Staff Association. Other channels for	research staff reps to help them in their roles; to
					representation include the high level Research Staff Development Working Group and Incite, a quarterly	work with Faculty Research Staff Developers
					Newsletter published by research staff for research staff. Research staff are invited to attend sectional	and the STDU to put in place necessary training;
					and Faculty-wide meetings which are the main way decisions are shared and commented upon. In some	and to make reps aware of each other and
					Faculties, research staff also have their own group of representative that meet 3 times each year to	opportunities for representing the research
					discuss the issues they wish to raise. The Associate Dean for Research attends these meetings and	voice through the Research Staff Association.
2.4			On-going	2	provides feedback and listens to the issues raised.	Actions to be completed by June 2013.
	Develop sense of community and belonging to the University via: Faculty/HR/Faculty	PSS staff in Schools & Faculties,			The University's Research Staff Association (www.manchester.ac.uk/rsa) was launched in 2011 and is	i i
		Research Staff Development			open to researchers across the University to share experiences about life as a researcher and to discuss	
		Working Group, Incite editors,			topics of interest (e.g. FTCs, Open Access publishing and Extended Access to University facilities post	
Ť	for networking, finding support and sharing ideas, best practices and experiences	University Skills development			termination of contract). The University's Research Staff Association (RSA) activity engages with Vitae's	
ľ	between researchers	Coordinator			Research Staff Association (UKRSA). The first RSA Manchester Mini Sandpit was organised in 2012 which	
					was a compressed version of the interactive, multidisciplinary workshops used by funding bodies to drive	
1			1	1	lateral thinking and radical approaches to research challenges. The project received media attention	
			1	1	from BBC Radio Manchester and Manchester Evening News and had such positive feedback that it is now	
			1	1	been taken on as a model for other training events by the University. The RSA submitted the project for	
			1	1		
			1	1	a 2013 THES award in the category of Outstanding Support for Early Career Researchers . The RSA	
					submitted a second project for an award in the Outstanding ICT Initiative of the Year . The "Extended	
					Access" project was a pilot scheme introduced by the RSA and the University to extend access to email	
					accounts and e-resources for a limited period beyond the termination date of research employment	
					contracts linked to finite funding. The scheme aimed to mitigate some of the negative effects of	
					instability due to fixed term contracts. Since its inception, the pilot has raised a great deal of interest	
					1 1 1	L
					amongst researchers, University staff working with researchers, external institutions (UKRSA and RCUK)	Enhance the awareness of the Research Staff
					and other universities. The high level of interest and support, combined with the high rate of uptake, has	Association and its work amongst research staff
					prompted the unanimous decision by the Human Resources Sub Committee to make this permanent	and senior management alike. Draw up a
					University policy for eligible researchers whose contracts have ended. The pilot will continue in its	Communications Strategy to achieve this with
					current format until all the details of this new policy have been finalised by May 2014. The University	the RSA and the Faculty Research Staff
					publishes a high quality Newsletter put together and published by research staff for research staff. The	Developers. Action to be complete by February
2.5			On-going	2,3,4,6	publication published articles prudent to the career development of research staff. An Editorial Team	2014.
	Undertake questionnaire to explore PIs perceptions and training & development needs	Academic Staff Development				The University Skills Development Coordinator
		Group, Research Staff				(USDC) to work with the Faculty Researcher
		Development Working Group				Development Teams and the Head of STDU to
						undertake a gap analysis of briefing sessions
					An internal survey of academic staff was conducted in June 2012 to assess academics training and	provided for senior academics that include
					development needs. The survey focussed on the perceptions and training needs of the academic aspects	•
			1	1	of an academic job description e.g. assessment, teaching, School director, rather than managing research	developments in researcher development
			1	1	projects and people. A newly appointed Director of Academic Development will deliver courses that	(including relevant support materials provided
					respond to the priorities identified in the Academic Survey. However, the University is currently	by Vitae). Following the analysis, the USDC to
			1	1	reviewing training provided for senior academics beyond New Academics Programmes (NAPS). NAPS are	liaise with the AVP for Research & Graduate
			1	1	delivered in all faculties and are mandatory for new academics and include sessions on an academics'	Education, the Faculty Researcher Development
			1	1	· ·	
1			1	1	responsibilities as a supervisor of research staff. The aim of the review of local and central provision for	Teams, the Head of SRDU and the Head of
			1	1	senior academics is to assess what is delivered locally and centrally, to identify gaps and to put in place	Academic Development to identify any new
			1	1	any training sessions needed to fill the gaps to keep senior academics updated with developments in the	sessions (delivered either locally or centrally)
2.6			Jun-11	All	area of researcher development.	needed to fill gaps. Action to be completed by
2.0	Develop best practice, guidance and training for PIs in their roles as managers of			1	All Faculties run successful NAPs which all new academics must complete. This includes sessions on	- September 2
			1	1	effectively managing staff and the faculty support available to their research staff, to support the latter's	
	research staff, to raise awareness of the responsibilities they have to support the career		1	1	, , , , , , , , , , , , , , , , , , , ,	To the description of Additional Pro-
	development of their research staff and employment T&Cs. Include in NAPs and		1	1	career development. The University Skills Development Coordinator is currently coordinating efforts to	To include single page A4 "good line manager
	appropriate STDU training courses.		1	1	ensure that briefing sessions are made available to all senior academics to raise awareness of the	practice" sheets in ResDOT Handy Guide for
			1	1	University's Researcher development Agenda and the responsibilities they have to research staff as line	academics. Action to be completed by June
2.7			1	1	managers (see above).	2014.
,	Recognise & reward via time allocation, and Promotion, Reward & Recognition, and	HR	i	1	Promotion criteria for Grades 5-6 and 6-7 have been agreed by UCU and approved by the University's	
1		••••	1	1		
	Performance & Development Review (P&DR) processes re: multifaceted roles. Pls, line		1	1	Senate, which are now part of normal promotional processes. The University's HR Sub Committee has	
ľ	managers should encourage such discussions in P&DRs		1	1	reviewed pilots run in two different Faculties for Contribution Mapping and for an Enhancing	
			1	1	Performance Scheme and has set up a Working Group to consider the two schemes as well as to review	
			1	1	the University's P&DR process. The issue of recognising and rewarding exceptional performance will be	
			1	1	reviewed as a consequence of the outcomes of the University's 2013 Staff Survey. In addition, the	
			1	1	University is currently conducting an equal pay audit across Grades 1 - 8 and has undertaken a pay audit	
1			1	1		L
1			1	1	of academic staff. The University will run an equal pay audit every 2 years. Promotion data is reviewed by	
2.8			On-going	2,3,4	the University's Equality & Diversity Unit, the Associate Vice President for Social Responsibility and the	senior HR Committees on an annual basis.

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3. Support &						
Career						
Development						
	Managers of research staff should budget, plan and support research staff to take up to	PIs, Faculty Researcher				
	10 days per annum for professional and career development training. Produce a	development Teams, Research				
	statement for PIs.	Staff Development Working				
		Group, University Skills				
		Development Coordinator				
3.1				All	A statement has been included in the Handy Guides for Line Mangers to accompany the launch of ResDOT	Completed
	Provide researchers with the tools & encouragement to evaluate their own skills and	Faculty Researcher			, , , , , , , , , , , , , , , , , , ,	A Personal Development Planner (PDP)
	development needs via Training Needs Analysis and/or P&DR and the Researcher	Development Teams, Research				template, for completion by a research staff
	Development Framework (RDF)	Staff Development Working				member prior to their annual P&DR with their
	Development i amework (NDI)	Group, University Skills				line manager will be delivered via ResDOT, as
		Development Coordinator				will a guide to the RDF and the RDF Planner for
		Development Coordinator				viewing by both the research staff member and
						their line manager conducting the P&DR.
					The University participated in the Vitae RDF Planner pilot in 2012, and is considering taking out a	Information to be included in ResDOT Handy
						Guides for pilot launches in October and
					subscription. The University is adopting the RDF, and indeed, all Faculty Training Teams have mapped	·
					their training onto it. However, the RDF is complex and the RDF Planner could be a useful tool to help	November 2013. 2. A decision to be taken by
					research staff make efficient and meaningful use of the RDF. Also the University is looking into PI	the University to take out an RDF Planner
					RDF/Planner awareness training. The RDF, RDF Planner and the importance of Reflective Practice/	subscription by Feb 2014. 3. The University Skills
					Review will be promoted to academics and research staff in ResDOT. Starting in October 2013, one	Development Coordinator to solicit opinions
					Faculty will hold a mandatory career development session for all staff new to the Faculty. In this research	from the NW Vitae Hub Manager, research staff
					staff will be encouraged to consider their career aims and plan their development for the first year of	and Faculty Researcher Development Teams re
					their contract. If this successful, the University Skills Development Coordinator to work with Faculty	promoting awareness and uptake of the RDF
3.2				3,4	Research Staff Developers to see if the scheme can be adapted to deliver in all faculties.	and RDF Planner amongst researchers and
	Deliver careers advice for early career and long term research staff; deliver enhanced	Faculty Researcher			(http://www.careers.manchester.ac.uk/students/postgraduates/academiccareers/) was developed by	
	and more visible career prospects & publicise case studies of "success stories"	Development Teams, Careers			the University's Careers Service in collaboration with a wide range of academics and researchers. Using	
		Service			quotes, videos and career stories from academics, it helps the researcher understand the realities of an	
					academic career, assess whether an academic career is for the visitor and come up with actions which	
					can help the visitor on the road to becoming an academic. The site visitor can also find academic job	
					search, application and interview advice. The University continues to provide financial support for	
					Pathways, an annual careers event for PhD researchers and research staff. The event is designed to	
					support delegates in making career choices, exploring future plans and discovering the breadth of	
					opportunities available to them. Comprising over 20 different panel based sessions with PhDs from a	
					diverse range of career areas and backgrounds, plus seminars, and a recruitment exhibition, there's	The University Skills Development Coordinator
					something for all students and researchers from all areas of study and at any stage in their career	(USDC) to work with the Faculty Researcher
					planning. Highly regarded by both recruiters and students, the Manchester Gold Staff scheme has been	Development Teams to monitor engagement of
					running for over 10 years. Research staff are matched on a 1:1 basis with a mentor who is in contact with	research staff with career enhancing
					them over a nine month period. The programme aims to help research staff with career planning and	opportunities provided by the University.
					decision making about their future options. It is an opportunity for the mentee to receive personal	Opportunities to be promoted in Handy Guides
					support from an experienced professional who is keen to offer their advice and share their	and WebPages in the online system for P&DRs
					expertise/experiences. There is also local career guidance provided by the Faculty Researcher	for research staff, ResDOT in November 2013
1					Development Teams: in response to needs gap analysis conducted in 2012/13, one Faculty now runs	pilot launch. The USDC to engage the Business
3.3				2.3.4	monthly career clinics offering 1:1 support and guidance. Advice is based on research into the career	Engagement Team in developing resources.
5.5	Provide mentors (other than direct line manager) who are proactively involved in			-,-, .	Identified as a key area of support for research staff. Each Faculty provides mentoring opportunities for	g-g
1	personal, professional and career development of research staff				their respective research staff. In addition, some provide 1:1 coaching. Mentors can be selected from	The University Skills Development Coordinator
1	parameter, processes and corect development of rescarcinstant			1		to undertake a review of current mentoring
1				1	appropriate mentor. The Manchester Gold Staff is the successful and unique career mentoring	provision and ascertain the level of awareness
				1	programme managed by the Staff Training and Development Unit at The University of Manchester. The	of mentoring schemes amongst research staff. A
				1	programme has the full support of the senior management of The University of Manchester and aims to	report will be submitted to the chair of the
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1				1	develop staff across the University by linking them to the support of a more experienced colleague. This	RSDWG by June 2013 for action. New/expanded
1				1	colleague acts as their career mentor over a nine-month period. The Wellcome Trust Cell Matrix Centre	provision to be made available if necessary.
1				1	have trialled a mentoring system with research staff where they have the option of discussing their	Publicity campaign to be undertaken.
					career plans with an independent third party. This forms part of the annual P&DR system.	Information abut mentoring schemes to be
3.4			1	2,3,4		included in ResDOT supporting information.

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	Develop and enhance induction (Welcome & support) programmes & resources for	RSDWG, University Skills				On-going collaborative work with the
	International, EU & UK research staff at Research Group, School, Faculty and University	Development Coordinator,				University's HR Services to ensure that the
	levels.	Faculty Researcher				Handbook for research staff is distributed to all
		Development Teams				new starters via Welcome Packs. The University
						Skills Development Coordinator to coordinate
					All faculties now organise induction events for research staff. In addition, Faculty-specific Research Staff	and annually review inductions delivered by
					Handbooks, launched in 2011, and very well received, have essential information to help research staff	Faculty Research Staff Developers to encourage
3.10				1,7	make the most of their time at the University.	sharing of best practice across the University.
4. Researchers'						
Responsibility						
	Academics and the University's Research Staff Development Working Group to have	Faculty Researcher				The University Skills Development Coordinator
	responsibility as champions to promote awareness and promotion of the Principles of	Development Teams, Vitae NW				to liaise with the AVP for Graduate Education &
	The Concordat and to promote a culture of shared responsibility amongst researchers	Hub Manager, RSDWG				Research, the Faculty Researcher Development
	and PIs locally					Teams and the Director of Academic
					This is an on-going commitment by the Research Staff Development Working Group and senior	Development to assess need for briefing
					management at the University to champion and encourage practices in their local and institutional	sessions to be delivered centrally, in addition to
1					environments that support the adoption of the Principles of the Concordat. Awareness of The Concordat	current local Faculty-based activity. The
1					is also promoted by the Faculty-based Researcher Development Teams. The University's Research Staff	assessment to be completed by December 2013
					Association is also a very active champion of the Concordat. All new academics must take part in a New	and the content of centrally-delivered briefing
					Academics Programme, which now includes information about the Concordat and the responsibilities	sessions, if required, to be agreed by end of
					supervisors have towards the research staff they manage. Faculties deliver regular briefing sessions for	January 2014 for delivery in the 2012/13
					senior, post NAP academics to keep them updated with developments regarding researcher	academic year. The University Skills Coordinator
					development which impact upon their responsibilities as line managers of research staff. The University	to look into what "Concordat Champions" are in
					is currently reviewing the sessions delivered to senior academics locally to identify any gaps that could be	1
4.1				All	filled by central provision.	Faculty and to assess whether more efforts
4.1	Researchers to accept personal responsibility for (i) their own career development and	Researchers, faculty Researcher		All	inieu by central provision.	The University will make a decision regarding
	trajectory and (ii) engaging in professional and career development training	Development Teams, PIs			The central ethos of the University's Researcher Development Agenda is that research staff are	the purchasing of licences for the RDF Planner
	opportunities offered locally and centrally by the University	Development reams, 113			encouraged to take responsibility for their own career development from Day 1 (via inductions and a	by January 2014. A Personal Development
	opportunities offered locally and centrally by the offiversity				repeated message from the Faculty Researcher Development Teams) by taking advantage of the	Planner will be delivered by ResDOT to
4.2				4.5	opportunities available to them both inside and outside of The University.	encourage and promote reflective practice.
4.2	Sensitise PIs to new responsibilities as a result of policy changes at institutional and	RSDWG, University Skills		4,5	opportunities available to them both made and outside of the oniversity.	encourage and promote renective practice.
	national levels via researcher development champions and the RSDWG	Development Coordinator, RSA				
43	national levels via researcher development champions and the hobivo	bevelopment coordinator, RSA		All		See 4.1
4.3	PIs to support/facilitate professional and career development culture amongst research	PIs, ADRs		All		Concordat, the Concordat Implementation Plan,
1	staff as promoted by The Concordat	113, 0013				and supporting materials such as the RDF and
1	Starr as promoted by the concordat					RDF planner published by Vitae, amongst both
1						
1					There has been a noticeable sultural shift in the level of awareness amongst DI- of the Co	academics and research staff. The University's
1					There has been a noticeable cultural shift in the level of awareness amongst PIs of the Concordat as a	Researcher Development Group and the
4.4					consequence of key stakeholders promoting the Concordat amongst PIs e.g. via NAPS, School/Faculty	RSDWG to design a strategy going forward by Feb 2014.
5. Equality &					Committee meetings etc	1 60 2014.
5. Equality & Diversity						
Diversity	Foster and encourage flexible working conditions in line with the University's family-	PIs, HR				
5.1	friendly policies	,		6	The University has a flexible working policy that is effective as corroborated in the CROS 2013 data.	Policy
3.1	Publicise transparent Promotion and Recognition & reward polices/opportunities	HR		ľ	The officers of the state working pointy that is effective as corroborated in the CROS 2013 data.	Promotion and reward policies are posted on
1	. abilities a anaparent i fornotion and necognition a reward polices/opportunities					the HR web pages. Recognition/reward policies
1						will be reviewed following low satisfaction sores
1						in the 2013 University Staff Survey and action
5.2				2.3		plans formulated by June 2014.
5.2				درے		plans formulated by Julie 2014.

	[· · · -		The University is committed to Athena CWAN Charter for Women in Science and its arise in the	1
	Facilitate participation in Athena SWAN Charter	HR		The University is committed to Athena SWAN Charter for Women in Science and its principles. The University has held a Bronze Award since 2008 and so far, eight awards are held by Schools. The other	
				seven STEMM Schools are currently working towards awards, with the support of a dedicated	
				University's Athena SWAN Coordinator and a commitment to making a long term cultural change which	
				will benefit all staff.	
				Faculty-wide Academic Promotions Master class workshops are delivered every year and are advertised	
				with a positive action statement to encourage women and BME staff to attend and support staff in	
				submitting promotion cases. Furthermore Schools offer CV clinics for individually tailored support.	
				The University now delivers unconscious bias training for the benefit of those on recruitment/promotion	
				panels, to raise awareness of this issue and for them to consider their own biases during	
				recruitment/promotion processes. This training is being developed to be included in mandatory	
				recruitment and selection training for all recruiters.	
				The University has strong network groups for staff and students, including a Peer Support Group for	
				Women Returning from Maternity Leave, International Staff Network Group, Women in Life Sciences	
				Group and Women in Science, Engineering and Technology (WiSET). The groups organise events	To ensure at least 70% of the remaining STEMM
				throughout the year and the university allows members up to eight hours per year to be dedicated to	Schools apply and achieve an Athena SWAN
				network group activities from their standard working hours.	award. To develop bespoke workshops for
			I		women aspiring to leadership positions. To
				The University offers a substantial maternity leave package which includes 6 months full pay, plus 3	collaborate with other Universities on a
				months statutory pay. Whilst on maternity leave the University offers 5 'keeping in touch' days, which	mentoring programme for academic women.
				are paid and not taken out of the maternity leave period. The University also has a staff network group	To support the Equality Challenge Unit in the
			I	specifically for those returning to work after having a child. There are a number of family-friendly policies	development of a Race Chartermark to support
				including flexible working, career break and special leave, and family-friendly support includes childcare	the recruitment and career development of
5.3			6	initiatives to help reduce costs with a salary exchange scheme for paying for childcare, childcare vouchers	BME staff.
6. Implementati	on & Review				
	Publicise the University's Concordat Implementation Plan and progress	RSDWG			Working with the RSDWG and the Researcher
					Development Group, the University Skills
					Development Coordinator to write an action
				It is clear from the University's 2013 CROS data that awareness of the University's Concordat	plan by Feb 2014 aimed at raising awareness of
6.1			2,7	Implementation Plan amongst research staff is poor.	the CIP amongst research staff.
	Participate in surveys (e.g. Careers in Research Online Survey [CROS] and Principal	University Skills Development			Institutional and local (Faculty) action plans to
	Investigators & Research Leaders Survey [PIRLS]) for benchmarking purposes and to	Coordinator, RSDWG		The University is committed to participating in CROS every 2 years. The University has not participated in	be drawn up from 2013 CROS and University
	monitor institutional performance			PIRLS because the survey was not deemed useful to the institution in its current format. The University	Staff Survey data by Feb 2013. Implementation
6.2				runs a bi-annual Staff Survey, with the facility to extract data specific for research staff.	to be monitored by the RSDWG.
	Seek external recognition of key successes i.e. HR Excellence in Research badge, THES	University Skills Development			To continue to encourage staff and research
	awards etc.	Coordinator, RSDWG, Faculty &		The University actively encourages submissions from both staff and research staff to the THES awards.	staff to submit projects for national awards;
		PSS Researcher Development		The University won the 2011 THES award for Outstanding Support for Early Career Researchers for its	University Skills Development Coordinator, RDG
		Teams		Academic Career website (http://www.academiccareer.manchester.ac.uk/). Two projects designed and	and the RSA to discuss potential submissions to
			2.7	implemented by the University's Research Staff Association, inn collaboration with the University, have	upcoming awards and to encourage relevant
6.3	Development of the second of t	6	2,7	been submitted to the 2013 THES awards.	stakeholders and targeted individuals to submit
1	Develop online questionnaire for exit interviews to monitor/evaluate the University's	Careers Service, RDG, Faculty	1		The University Skills Development Coordinator
1	training provision for research staff	Researcher development Teams			to consult with key stakeholders, including the
			I		Careers Service, the Alumni Office, Business
İ			I		Engagement Team, and Faculty Researcher
1			1		Development Teams, to scope the best method
1			1		of collecting longitudinal data re the impact of
1			1		the University's training programmes for
			I		research staff on career development. Summary
6.4			All		report, with recommendations to be submitted to the RSDWG by June 2014.
6.4	Evaluate researchers' and PIs delivery of the University's Concordat Implementation Plan		All	 	
1	, , , , , , , , , , , , , , , , , , , ,		1		collate change request form academics and
1	responsibilities to monitor outputs and progress via their own P&DR reviews. Expand eProg to allow the management and monitoring of P&DRs for research staff.		1		research staff involved in the pilot to improve ResDOT as an institutional tool to deliver
	errog to anow the management and monitoring of Padrs for research staff.				
			I		effective P&DRs to research staff. Action plans, approved by the RSDWG, to be drawn up from
1			I	ResDOT has been developed to deliver the P&DR process for research staff, and is currently being piloted	
i			1	Incoporting been developed to deliver the raph process for research stall, and is currently being piloted	anarysis or Zots Chos & Officersity Staff Survey
				for 6 months in 2 Schools and one entire Eaculty until April 2014. The delivery and impact of the	that address issues raised by research staff and
				for 6 months in 3 Schools and one entire Faculty until April 2014. The delivery and impact of the	that address issues raised by research staff and
				Concordat Implementation Plan will also be assessed by analysing 2013 CROS and University Staff Survey	improve the implementation of the University's
6.5	Manitor acceptibility offectiveness and take up of development and training			Concordat Implementation Plan will also be assessed by analysing 2013 CROS and University Staff Survey data. Action plans form both data sets are currently being drawn up	,
6.5	Monitor accessibility, effectiveness and take-up of development and training		245	Concordat Implementation Plan will also be assessed by analysing 2013 CROS and University Staff Survey data. Action plans form both data sets are currently being drawn up Faculty Researcher Development & Training Teams collect data from those who attend their training	improve the implementation of the University's
6.5	Monitor accessibility, effectiveness and take-up of development and training opportunities that are relevant and timely		3,4,5	Concordat Implementation Plan will also be assessed by analysing 2013 CROS and University Staff Survey data. Action plans form both data sets are currently being drawn up	improve the implementation of the University's
6.5 6.6 2013/14 Prioriti	opportunities that are relevant and timely		3,4,5	Concordat Implementation Plan will also be assessed by analysing 2013 CROS and University Staff Survey data. Action plans form both data sets are currently being drawn up Faculty Researcher Development & Training Teams collect data from those who attend their training	improve the implementation of the University's

7			
To exploit ResDOT as a tool to deliver all aspects of the University's Researcher			
1 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			
2 upon them as line managers of research staff			
3 Increase uptake of mentoring opportunities by research staff			
4 Support the further development of the Research Staff Association			
Targets & Milestones			
1 100% of research staff are offered a P&DR by 2015 as monitored by ResDOT			
2 To increase the numbers of research staff using the RDF to 25% by 2015			
That by 2015, 80% of senior academics have attended a briefing sessions on Researcher			
3 Development			
That by 2015, 80% of research staff (as measured in CROS 2015 and the University Staff	•		
4 Survey) have been made aware of mentoring opportunities			