

Appendix 1: Identification of progress by Concordat principle, reflecting on actions given in the two-year review (2013-15) and with reference to the original action plan, including indicators and metrics where appropriate.

The views of research staff regarding progress made with each Principle were collected via: Faculty Research Staff Developers, Research Staff Fora, CROS and The University's internal Staff Survey.

1. Recruitment & selection (Concordat Principles 1,2 & 6)	
Actions 2013	Progress 2015
1.1 Advertise posts to attain widest pool after initial exploration of Redeployment Register and Red Circle database; monitor redeployment through The University's Redeployment Register	<p>1.1 The University's Equality & Diversity data for recruitment, selection and promotions - including for research staff - are reviewed twice a year at the high-level HR Sub Committee chaired by The Deputy President & Deputy Vice-Chancellor. Faculty and PSS action plans are also reviewed. The discussions are led by the Associate Vice President for Social Responsibility. A second, mid-year review was instigated in 2013 as an annual review was not considered sufficient.</p> <p>The University of Manchester is committed to equality of opportunity for all staff and students. The University holds a number of equality and diversity awards and accreditations reflecting the strong commitment to supporting a vibrant academic community where all can flourish (see 5.4 below).</p> <p>The University has established strong network groups for staff and students, including a Peer Support Group for Returners from Maternity, Paternity and Adoption Leave, BME Staff Network Group, Disabled Staff Network Group, International Staff Network Group and Women in Science, Engineering and Technology (WiSET). In June 2014 the University launched the Women Professors Network to support the development of female Professors to senior management positions. The groups organise events throughout the year and the University allows members up to eight hours per year to be dedicated to network group activities from their standard working hours.</p> <p>The University of Manchester offers a substantial maternity leave package which includes six months full pay, plus three months statutory pay. Whilst on maternity leave the University offers 10 'keeping in touch' days, which are paid and not taken out of the maternity leave period. Our Shared Parental Leave policy offers new parents more flexibility and enhanced pay to partners who share leave with the mother. The University also has a staff network group specifically for those returning to work after having a child. There are a number of family-friendly policies</p>

<p>1.2 Ensure interview panels are appropriately trained where practical in line with The University's Recruitment and Selection Guidance</p> <p>1.3 Open-Ended contracts to become default norm, with Fixed-Term contracts limited to specific exceptional requirements</p>	<p>including flexible working, career break and special leave, and family-friendly support includes childcare initiatives to help reduce costs with a salary exchange scheme for paying for childcare, childcare vouchers and two on site nurseries.</p> <p>1.2 University policy states that all members of Interviews Panels must have completed the appropriate training courses run by the Staff Training & Development Unit. In 2013, the content of the Recruitment and Selection courses was reviewed and new modules produced for each stage of the Recruitment and Selection process.</p> <p>1.3 A Contracts Policy was introduced into The University in 2010 which states that, wherever possible, staff are appointed on contracts of an indefinite duration. Where a contract offered is for fixed term or limited term (e.g. where the need for a particular job to be done is clearly temporary) the Policy gives procedures to provide fair, effective and transparent mechanisms by which decision relating to the use of fixed term contracts and open-ended contracts can be taken and implemented. The Policy, now well embedded into University procedures and practice, was very well received by Trades Unions and is cited in the sector as an example of outstanding practice. The performance of the Policy is reviewed – and revised where necessary - every two years but is working well: 80-84% of staff are either redeployed or re-funded.</p> <p>At the end of an Open-Ended contract, staff are given an extra three months, in addition to the statutory notice period of three months, to provide an opportunity to develop their careers in between contracts e.g. undertake specific training. This generous approach goes beyond minimum legal requirements and can assist (research) staff in between contracts to bridge gaps between funding.</p> <p><u>CROS supporting evidence and feedback collected from research staff via Research Staff Fora: Despite the encouraging University overall figures of redeployment, 80% of respondents to the 2015 CROS were on fixed-term contracts. It is clear that more work is needed to raise awareness of the benefits of Open-Ended contracts and the process for transferring from a Fixed-Term contract (transfer from a Fixed – to Open-Ended – contract is by request and not automatic).</u></p> <p>A significant new Policy at The University which helps research staff transition between career steps following end of contract is the Extended Access Policy. This policy, which is unique amongst UK HEIs, was put in place following the successful piloting of a scheme developed by members of The University's Research Staff Association. The Policy provides access to University facilities – computing, email, library etc. – important to</p>
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<p>1.4 Explore scope for Bridging Funds between grants on a case-by-case basis</p>	<p>maintain the career development and research outputs of research staff in between contracts/career stage. Feedback collected from The University's research staff, however, shows that awareness of the Policy and its benefits needs to be better known by research staff.</p> <p>1.4 The Associate Vice President for Research, who chairs The Research Staff Development Working Group, sits on The University's Wellcome Trust Institutional Strategic Support Fund Committee, which allocates bridge funding on a competitive basis to any member of research staff at The University who meets the criteria of the fund stipulated by the Wellcome Trust. More work needs to be done to make research staff members (and PIs) more aware of the funding and responding accordingly to deadlines. Institutional bridge funding is recognised as an important issue to prevent the loss of talent from The University.</p>
<p>2. Recognition and Value (Concordat Principles 1, 2, 3, 4 & 6)</p>	
<p>Objectives</p>	<p>Progress and success measures</p>
<p>2.1 Establish framework and procedures that facilitate recognition of research staff regarding co-authorship and IP rights</p> <p>2.2 Provide opportunities for greater career development responsibilities relative to career level</p>	<p>2.1 It is University standard practice that research staff either publish as single author (Humanities) or joint author (STEM subjects). The annual PDR is intended to include opportunity for a direct discussion about publications/IP issues on an annual basis. Guidance and advice on IP issues is obtained from The University Business Engagement Team and The University's innovation company, UMI³. The University also has a published IP Policy for reference by research staff and PIs.</p> <p>However, feedback collected from research staff suggests that discussions can be variable and PI-dependent, and can be difficult to have. Furthermore, some research staff report that those involved in multidisciplinary projects business-orientated research groups, authorship and publication/promotion issues, respectively, can be more difficult to navigate.</p> <p>To support research staff in obtaining due authorship and IP rights, guidance and support for both research staff and PIs in both areas are required. In addition, the mandatory training for PIs/line managers will include modules on University practices regarding authorship and IP and how to conduct such conversations during the formal PDR with the reviewee (research staff member). Finally, a section on authorship and IP will be added to the Research Staff Handbook.</p> <p>2.2 Dedicated Faculty-based Researcher Development teams and PSS directorates continue to work hard to develop and maintain a broad and relevant scope of training for research staff.</p> <p><u>CROS supporting evidence:</u> 72% and 86% of respondents to CROS 2015, respectively, agreed that they were encouraged to engage in personal and career development and encouraged to take ownership of their own</p>

<p>2.3 Establish research staff representation on appropriate University, faculty & School decision – making bodies and Committees</p> <p>2.4 Enhance sense of community and belonging amongst The University’s research staff</p> <p>2.5 Establish PI training and development needs by conducting an internal questionnaire exercise</p>	<p>career development.</p> <p>2.3 Research Staff representation established at the institutional level on the senior Research Staff Development Working Group. The University also has a very active Research Staff Association, which interacts with stakeholders across The University, including HR. At a Faculty level, two of the four Faculties have established effective Research Staff Fora and The University is seeking to rollout this good practice in the remaining two by Sept 2016.</p> <p>2.4 Substantial efforts have been made to improve and strengthen research staff representation across The University for several reasons, including assisting research staff feel more integrated into their local and University research community, and developing effective two-way channels of communication between University senior management and research staff. With the formation of Research Staff Fora in two of the four University Faculties and research staff representation on various local and institution Committees (The University Research Staff Development Working Group [chaired by The Associate Vice President for Research], Athena Swan, Research Staff Association) and at several Faculty meetings, research staff have a growing representation at The University. Work is underway to assist the development of Research Staff Fora in the remaining two faculties. in</p> <p><u>CROS supporting evidence:</u> There has been a 5% and 3% increase from 2013 to 2015 in the number of research staff feeling integrated into the local and institution’s research communities, respectively.</p> <p>Other ways of facilitating community and communication with and between research staff, supported by The University, are the annual Research Staff Conference, an annual flagship careers event (Pathways) and The University Newsletter (<i>Incite</i>) run by and for research staff.</p> <p>2.5 In 2013, following publication of its 2013 – 15 Concordat Implementation Plan, The University conducted a survey of its academics (that included PIs) of training and development needs. Using survey data, a series of lunchtime Masterclasses were developed by a newly appointed Director of Academic Staff Training aimed particularly at more experienced academics. The Masterclasses include sessions on Researcher Development (explaining the significance of The Concordat to Support the Career Development of Researchers, The University’s the HR Excellence in Research award and the accompanying Concordat Implementation Plan) to raise awareness of their formal responsibilities to research staff and training opportunities available to research staff both internally and nationally (e.g. via <i>Vitae</i>). Metrics showing attendance etc to follow.</p>
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<p>2.6 Develop best practice, guidance and training for PIs in their roles as research staff managers, and to raise awareness of the responsibilities the PI has to support the career development of their respective research staff, including awareness of employment T&Cs, promotion pathways etc. Include in content of NAPs and appropriate STDU training courses.</p> <p>2.7 Recognise and reward via time allocation, promotion and the annual Performance & Development Review (PDR) the various roles research staff undertake.</p>	<p>2.6 At an institutional level, formal documents illustrating best practice for PIs in their roles as managers of research staff have not been developed. This will be addressed in the 2015/19 Action Plan. However, other routes have been taken to circulate this information – the aforementioned Masterclasses and Faculty New Academic Programmes (NAPs - completion of this is mandatory for passing the probationary period for all new academics).</p> <p>Based on the success of an online PDR system developed for – and piloted amongst – research staff, The University is currently developing this online system for the completion and monitoring of PDRs for all staff. Reviewers (i.e. PIs/line managers) will need to complete mandatory training before conducting PDRs. The content for the training course is currently being pulled together but is intended to include modules that will raise awareness of researcher development - and associated University expectations - amongst reviewers, including awareness of University policy regarding contracts, promotion etc.</p> <p><u>CROS supporting evidence:</u> From 2013 – 2015, there was a 13% increase in the number of respondents saying they had participated in a staff appraisal in the past 12 months, with an 18% increase saying their appraisal led to training/other CPD. These data provide circumstantial evidence for reviewers (PIs/line managers) being more aware of training opportunities for research staff, and encouraging staff to participate. Furthermore, there was an increase in the number of respondents maintaining a formal record of CPD activities (up by 4% from 2013 to 2015). Nevertheless, despite these encouraging improvements from 2013 to 2015, there is still more work to be done to increase the numbers of research staff undertaking an annual appraisal (58% of respondents to 2015 CROS said they had completed an appraisal in the past 12 months).</p> <p>2.7 Work to progress recognition and reward for the various roles research staff undertake has not been completed at the institutional level and require further discussion/action. However, it is expected that discussions about teaching, public engagement and other activities are included in the formal PDR process.</p> <p><u>CROS evidence:</u> Fifty-nine percent of respondents to CROS 2015 agreed that research staff are treated fairly regarding reward; this is a 6% drop compared to 2013.</p>
<p>3. Support & Career Development (Concordat Principles 1,2, 3, 4, 5 & 7)</p>	
<p>Objectives</p>	<p>Success measures</p>

<p>3.1 Managers of research staff should budget, plan and support research staff to take up to 10 days per annum for professional and career development training. Produce a statement for PIs.</p> <p>3.2 Provide researchers with the tools and encouragement to evaluate their own skills and development needs via a Training Needs Analysis and/or PDR and the Researcher Development Framework.</p>	<p>3.1 A formal communication to managers of research staff regarding the release of research staff for up to 10 days per annum of career and professional development has not been produced. However, The University Training and Development Policy states that “Training and development is the responsibility of all staff at The University and individual line managers have a responsibility to “take an active part in helping staff identify their development needs, facilitating access to staff development opportunities and assessing the effectiveness and performance gain from staff development.” This Policy, and the expectation that PIs/line managers support research staff in attending up to 10 days of appropriate training and development, will be highlighted in the training to be given to reviewers in the new online PDR University system.</p> <p>3.2 The ethos of The University Training and Development Policy as well as the training delivered to research staff by Faculty & Professional Support Services (PSS) training teams, is that research staff are responsible for planning their training needs, in consultation with their respective line manager. Guidance in this process is available to research staff via Faculty and PSS teams (including the Careers Service).</p> <p>Other procedures include:</p> <ul style="list-style-type: none"> • An Induction checklist in the Research Staff Handbook is intended to prompt discussion about training needs upon a research staff member starting a new contract; • A Persona Development Plan (PDP) proforma was delivered as part of the online PDR system developed and piloted amongst research staff in 2013/14. Making use of this proforma proved a more effective route to encourage career planning than employing the RDF (only 9% of respondents to CROS 2015 agreed that they had made use of the RDF to support their CPD activity). <p><u>CROS 2015 evidence:</u> Of the respondents to the 2015 CROS, 28%, 36% and 61%, respectively, found an institution – wide, School/Faculty and/or a local (Research Group) induction useful, with the remainder finding the induction either not useful or not offered. These data will trigger a review of the induction process for research staff, accompanied by an overhaul of the Induction section in the Research Staff Handbook, making it more prominent and emphasising induction as a key part of starting a new research contract at The University.</p> <p>The CROS 2015 results show a 4% increase compared to 2013 in those respondents who maintain a formal record of CPD activities, such as a PDP. This may be a direct result of piloting the online PDR system amongst research staff in 2013/14, and/or evidence of a further embedding of the expectation that all staff, including research staff, take responsibility for their career development (86% of respondents to 2015 CROS agreed that that they take ownership of their own career development).</p>
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<p>3.3 Deliver careers advice for early career and long-term research staff; deliver enhanced and more visible career prospects and publicise cases studies of “success stories”</p> <p>3.4 Provide mentors (other than direct line manager) who are proactively involved in personal, professional and career development of research staff.</p>	<p>3.3 & 3.4 Dedicated Faculty Researcher Development and PSS Teams continue to deliver a comprehensive programme of training and development activities specifically for research staff. Included in this provision is advice on career paths and choices open to research staff and 1:1 mentoring/coaching. Other provision includes:</p> <ul style="list-style-type: none"> • The Times Higher Education award-winning website – Academic Careers - developed by The University’s Careers Service in collaboration with a wide range of academics and researchers ; • The Manchester Gold Mentoring scheme. Taking part in this mentoring programme is a way for research staff to collect information, advice and guidance about their future from a mentor. Staff are matched to an appropriate mentor – the mentor can be doing the job the mentee is aiming for, working in an area that is of interest, or working in the same area – who is in contact for 6 months. • The University’s Staff Training and Development Unit offers 1:1 Coaching and Mentoring support available to all research staff (include data re uptake here) • A great deal of ad-hoc informal mentoring is offered in labs or working environments to new research staff by current research staff.
<p>3.5 Provide deployment opportunities for skills regarding project-specific needs, employability, learning & teaching roles, public engagement, knowledge transfer, income generation and/or entrepreneurship activities.</p> <p>3.6 Identify/articulate and facilitate outputs/skills/competencies necessary for career paths/transitions to (i) promoted research posts, academic roles and (ii) industry.</p>	<p>3.5 & 3.6 Faculty Researcher Development & PSS Teams offer a comprehensive package of opportunities for research staff to engage with activities to assist their development and employability, including career transitions. However, researchers in one Faculty identified areas where provision could be improved are entrepreneurship and business skills.</p>
<p>3.7 Improve PDR system for</p>	<p>3.7 The University invested significant resources to develop and pilot the previously mentioned online PDR</p>

<p>research and 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 PDRs (v) ensuring PDRs support professional and career development. Develop electronic system to monitor and manage the PDR process for research staff.</p>	<p>system for research staff – The Researcher Development Online Tool (ResDOT) – to increase the engagement and effectiveness of the PDR system and better support career development amongst research staff members. ResDOT was developed with extensive consultation including research staff, academics, administrators and research managers and was supported by guidance and information on resources (local and national e.g. <i>Vitae</i>) available to research staff to help them think about and plan their career development. ResDOT was piloted with research staff (reviewees) and reviewers (PIs/line managers) in three Schools and, due to its success, is now being developed for rolling out to all University staff.</p> <p><u>CROS supporting evidence:</u> Circumstantial evidence that ResDOT had a positive impact on the culture of PDRs amongst research staff and line managers is that between 2013 and 2015, CROS data shows a 13% increase in the number of respondents saying they had participated in a staff appraisal in the past 12 months, with an 18% increase saying their appraisal led to training/other CPD. This latter data may indicate reviewers (PIs/line managers) being more aware of training opportunities for research staff, and encouraging staff to participate. Furthermore, there was an increase in the number of respondents maintaining a formal record of CPD activities (up by 4% from 2013 to 2015). Nevertheless, despite these encouraging improvements from 2013 to 2015, there is still more work to be done to increase the numbers of research staff undertaking an annual appraisal (58% of respondents to 2015 CROS said they had completed an appraisal in the past 12 months).</p>
<p>3.8 Encourage PIs/line managers to release staff for training course/opportunities.</p>	<p>3.8 See 3.1 above. Feedback collected from The University’s research staff identifies an issue with PI/line manager support for their research staff to undertake development opportunities outside the remit of their direct work. However, the University has implemented an updated (April 2015) Right to Request Training policy; although The University’s commitment to the development of staff to enhance job and career aspirations of individual staff members, is set out in The previously mentioned Staff Training and Development Policy, which provides sufficient scope to address all training and development needs of staff within The University without the need for staff to rely on the procedure set out in the Right to Request Training policy, under s.63D of The Employment Rights Act 1996, employers have a statutory right to make a request in relation to study or training and to have the request considered. The new Universe policy sets out the procedures to be followed in the event of an employee making such a request. This policy requires promoting amongst both PIs/line managers and research staff.</p>
<p>3.9 Encourage mobility between academia/industry – UK/Overseas, research disciplines/groups through placements/exchanges as a</p>	<p>3.9 Mobility to enhance experience and employability is encouraged for all research staff at The University. However, more work needs to be done to support this action. One suggestion collected from research staff via a Research Staff Fora is that the University develops schemes where travel can be financially supported to make placements possible.</p>

<p>development path.</p> <p>3.10 Develop and enhance induction (Welcome and support) programmes and resources for International, EU and UK research staff at Research Group, School, faculty and University levels.</p>	<p>3.10 See 3.2 above</p>
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<p>4. Researchers' Responsibilities (Concordat Principles 4 & 5)</p>	
<p>Objectives</p>	<p>Progress and Success measures</p>

<p>4.1 Academics and The University's Research Staff Development Working Group to champion and promote awareness of the Principles of The Concordat, The University Concordat Implementation Plan and to promote a culture of shared responsibility amongst researchers and PIs locally</p>	<p>4.1 It is clear from CROS 2015 data that relatively few numbers of research staff are aware of either the work of The Research Staff Development Working Group (RSDWG) – despite research staff representation on the Group – nor The Concordat or The University's Concordat Implementation Plan (CIP). Clearly, more work is needed to promote awareness of the RSDWG and The University's CIP. The CIP and The University's commitment to The Concordat to Support The Career Development of Research Staff are better known amongst management and, indeed, an explicit commitment to adopting the Principles of The Concordat is found in The University's high level Research Strategy. The work to promote awareness of the CIP and The Concordat amongst research staff will require the development of a Communications Strategy, and will involve the research staff rep networks in place, or being built, to disseminate information more effectively.</p>
<p>4.2 Researchers to accept responsibility for (i) their own career development and trajectory and (ii) engaging in professional and career development training opportunity offered locally and centrally by The University</p>	<p>4.2 See 3.2 above.</p>
<p>4.3 & 4.4 Sensitise PIs/line managers to new responsibilities as a result of policy changes at institutional and national levels via researcher development champions and the RSDWG and PIs to support/facilitate professional and career development culture amongst research staff as promoted by The Concordat</p>	<p>4.3 & 4.4 Policy changes, responsibilities and University expectations of PI/line managers of research staff are included in Faculty New Academics Programmes (completion of which is mandatory to complete probation for all new academics) and the new lunchtime Master class session for more senior academics. Furthermore, training of reviewers for the new invigorated and online PDR system to be launched across The University in a staged released in 2016, will include an awareness/ expectations module for PIs/line managers re researcher development for research staff. Although CROS 215 data shows a notable 13% rise in the number of respondents participating in a PDR compared to 2013 data, only 58% of respondents had taken part in a PDR in the past 12 months. The University plans to re-invigorate the PDR system and is thus a target vehicle for raising awareness amongst PIs/line managers of the expectations re researcher development, and how a PDR can be an effective vehicle to support the career development of research staff.</p>
<p><u>CROS 2015 supporting evidence:</u> Seventy-two percent of respondents to CROS 2015 agreed that they had been</p>	

encouraged to engage in personal and career development. The University wishes to increase this to 90% by 2017.

5. Equality & Diversity (Concordat Principles 2,3,6)

Objectives

Progress and success measures

<p>5.1 Foster and encourage flexible working conditions</p>	<p>5.1 The University has a Flexible Working Policy that the majority of research staff are aware of (85% of CROS 2015 respondents said they were aware of the policy). The Policy sets out The University's approach to flexible working arrangements which is in accordance with the ACAS code of practice and guidance on handling requests to work flexibly in a reasonable manner.</p>
<p>5.2 Publicise transparent Promotion and Recognition and reward policies/procedures</p>	<p>5.2 The Faculty Researcher Development Team in the Faculty of Medical & Human Sciences (FMHS) in particular, have worked hard to increase awareness of promotion and how to apply for it with a notable impact on the promotions data for research staff in this Faculty: in the 2014/15 promotion round, 24 out of 30 applications from research staff were successful. Work is currently in progress to determine if the good practice developed in FMHS can be rolled out to the other faculties in The University.</p> <p>The University's promotion process and policy (including promotions for research staff) now recognises and rewards both teaching-focused and research-focused career pathways, as well as accounting for career-breaks and part-time working, hence reflecting flexibility in career paths. Furthermore research staff are now eligible for promotion. Faculty-wide Academic and Research Promotions Masterclass 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.</p>
<p>5.3 Facilitate participation in Athena SWAN Charter</p>	<p>5.3 The University of Manchester is committed to equality of opportunity for all staff and students. The University holds a number of equality and diversity awards and accreditations reflecting the strong commitment to supporting a vibrant academic community where all can flourish. The University has held an Athena SWAN Institutional Bronze Award since 2008 and all 15 STEMM Schools hold departmental awards (five Silver, ten Bronze). The Athena SWAN Charter for Women in Science expanded in May 2015 to recognise work undertaken in arts, humanities, social sciences, business and law (AHSSBL), and in professional and support roles, and for trans staff and students. The work to support our five Schools within the Faculty of Humanities to achieve Athena SWAN awards is underway with the support of our dedicated University's Charter Marks Coordinator and the commitment to making a long term cultural change which will benefit all staff. In 2014 the University participated in the Race Equality Charter Mark pilot to support our BME community and ensure colleagues are not disadvantaged. Participation in these Equality Charters, alongside Investors in People, Stonewall, Time to Change and Disability Two Ticks, ensures the necessary framework is in place to report and monitor our progress towards an organisational culture where all experience equality of opportunity for development and progression. The Equality and Diversity Office provides strong support for all the initiatives that are helping us create an equitable workplace.</p>

6. Implementation & Review (Concordat Principles 2,3,4,5,7)	
Objectives	Success measures
6.1 Publicise The University's Concordat Implementation Plan and progress.	6.1 CROS 2015 results, and additional feedback collected from research staff across The University via Research Staff Fora etc, shows that relatively few numbers are aware of either The Concordat to Support The Career Development of Researchers, or The University's Concordat Implementation Plan. Clearly a more work is needed to raise awareness of both amongst research staff.
6.2 Participate in surveys (e.g. CROS and PIRLS) for benchmarking purposes and to monitor institutional performance.	6.2 The University is committed to participating in CROS to collect the views and experiences of research staff (a bi-annual internal Staff Survey supplements this data). However, the decision was taken not to participate in PIRLS because the questionnaire was deemed not fit for purpose. In its place, an internal survey was conducted of academics to assess training and development needs and their attitudes to both. As a result of this internal survey a suite of lunchtime Master classes were developed and delivered by a newly appointed Director of Academic Staff Training (see ... above). .
6.3 Seek external recognition of key successes i.e. HR Excellence in Research badge, THES awards etc.	6.3 The University encourages applications to external bodies to recognise success, and has a peer-review system in place to select worthy applications for submission to external bodies. Proposals from Faculty and/or PSS Researcher Development Teams are encouraged every year.
6.4 Develop online questionnaire for exit interviews to monitor/evaluate The University's training provision for research staff.	6.4 An online exit questionnaire has not been developed and requires further discussion as to the value of this route in collecting/evaluating The University's training provision for research staff. An alternative, collecting information form research staff Alumni, is being explored as a more effective, strategic alternative.
6.5 Evaluate researchers' and PIs delivery of The University's Concordat Implementation Plan responsibilities to monitor outputs and progress via their own PDRs. Expand eProg to allow the management and monitoring of PDRs for research staff.	6.5 The new online PDR system for all University staff (due for rollout in 2016), combined with CROS and internal Staff Survey data, will be used to monitor the impact of further implementation of The University's Concordat Implementation Plan. Rather than expanding eProg (an electronic system to monitor progression of PhD students) to assist with the management and monitoring of PDRs for research staff, a completely new system – ResDOT – was developed and piloted amongst research staff.
6.6 Monitor accessibility,	6.6 The new University-wide online PDR system, which supersedes ResDOT, combined with CROS & internal Staff

effectiveness and take-up of development and training opportunities that are relevant.	Survey data, and data from The University's electronic Training Catalogue, will be used to monitor participation of research staff in training opportunities. Accessibility and effectiveness are currently monitored through consultation with research staff via Research Staff Fora etc.
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