The University of Manchester Concordat Implementation Plan 2013 - 15

Objective	Action	Responsibility	Timeframe	Concordat Principle(s)	Progress, August 2013	New Action October 2013
1. Recruitment & Selection						
	Advertise to attain widest applicant pool after initial exploration of Redeployment Register and Red-circle database.	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.	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
1.1	Ensure Interview Panels are appropriately trained where practical in line with University of Manchester's Recruitment and Selection Guidance	PIs, HR	Policy	1,6	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.	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.
1.2	Ensure open-ended contracts become default norm, with fixed term contracts limited to specific exceptional requirements	PIs, HR		2	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 E&D data associated with this work.

The Director of HR has approved an initiative developed by the University's Research Staff Association (http://www.rsa.manchester.ac.uk/) that will allow extended access to emails and library facilities for research staff for up to 6 months following the termination of a contract. This will permit individual research staff to maintain contacts with colleagues and to support them in writing papers post contract. This development is unique in the HEI sector and presents another piece of excellent practice supported by the University. | 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

To raise awareness of this significant new procedure amongst research staff via the RSA. The University Skills Development Coordinator to work with key stakeholders (including the RSA) to gather evidence from end users of the procedure to demonstrate impact and report to the RSWG by end of November 2014. |
1.3	Facilitate and monitor redeployment through the University's Redeployment Register	HR	Policy	2,3,4	Policy	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
1.4	Explore scope for Bridging Funds between grants on a case-by-case basis	Faculty Finance & Research Business Managers	On-going	2	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.	University data regularly reviewed by HR. Summary reports to be submitted to the chair of the RSDWG every 6 months for information and monitoring purposes.
2. Recognition & Value						
2.1	Facilitate scope for co-authorship and IP rights via frameworks	PIs, UMIP, RBESS	On-going	2,6	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&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.	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.
2.2	Include section on contractual terms & conditions for research staff in the new University Research Staff Handbook	University Skills Development Coordinator		1,2	Completed.	
2.3	Provide opportunities for greater career development responsibility relative to career level	PIs, Mentors, Careers Service, University Skills Development Coordinator	On-going	2,3,4,6	The ethos of the University's Researcher Development Agenda for all researchers (PGRs 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 Vitae's RDF Planner, to support reflective practice as guided by the RDF, which will be publicised through ResDOT and other channels.	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

#	Action	Responsibility	Timescale	Obj.	Progress	Future Action
2.4	Encourage representation on appropriate University, Faculty & School decision-making bodies and Committees	Faculty/School HR & admin staff, Associate Deans for Research, Faculty Researcher Development Teams, University Skills Development Coordinator	On-going	2	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.	Coordinator to provide a summary report to the RSDWG by June 2013 clarifying what Committees (School, Faculty and institutional) research staff are represented on. 2. 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 voice through the Research Staff Association. Actions to be completed by June 2013.
2.5	Develop sense of community and belonging to the University via: Faculty/HR/Faculty 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	PSS staff in Schools & Faculties, Research Staff Development Working Group, Incite editors, University Skills development Coordinator	On-going	2,3,4,6	The University's Research Staff Association (www.manchester.ac.uk/rsa) was launched in 2011 and is open to researchers across the University to share experiences about life as a researcher and to discuss topics of interest (e.g. FTCs, Open Access publishing and Extended Access to University facilities post termination of contract). The University's Research Staff Association (RSA) activity engages with Vitae's 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 lateral thinking and radical approaches to research challenges. The project received media attention from BBC Radio Manchester and Manchester Evening News and had such positive feedback that it is now been taken on as a model for other training events by the University. The RSA submitted the project for 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 amongst researchers, University staff working with researchers, external institutions (UKRSA and RCUK) and other universities. The high level of interest and support, combined with the high rate of uptake, has prompted the unanimous decision by the Human Resources Sub Committee to make this permanent University policy for eligible researchers whose contracts have ended. The pilot will continue in its current format until all the details of this new policy have been finalised by May 2014. The University publishes a high quality Newsletter put together and published by research staff for research staff. The publication published articles prudent to the career development of research staff. An Editorial Team	Enhance the awareness of the Research Staff Association and its work amongst research staff and senior management alike. Draw up a Communications Strategy to achieve this with the RSA and the Faculty Research Staff Developers. Action to be complete by February 2014.
2.6	Undertake questionnaire to explore PIs perceptions and training & development needs	Academic Staff Development Group, Research Staff Development Working Group	Jun-11	All	An internal survey of academic staff was conducted in June 2012 to assess academics training and development needs. The survey focussed on the perceptions and training needs of the **academic** aspects of an academic job description e.g. assessment, teaching, School director, rather than managing research projects and people. A newly appointed Director of Academic Development will deliver courses that respond to the priorities identified in the Academic Survey. However, the University is currently reviewing training provided for senior academics beyond New Academics Programmes (NAPS). NAPS are delivered in all faculties and are mandatory for new academics and include sessions on an academics' responsibilities as a supervisor of research staff. The aim of the review of local and central provision for senior academics is to assess what is delivered locally and centrally, to identify gaps and to put in place any training sessions needed to fill the gaps to keep senior academics updated with developments in the area of researcher development.	The University Skills Development Coordinator (USDC) to work with the Faculty Researcher Development Teams and the Head of STDU to undertake a gap analysis of briefing sessions provided for senior academics that include information on local, national and international developments in researcher development (including relevant support materials provided by Vitae). Following the analysis, the USDC to liaise with the AVP for Research & Graduate Education, the Faculty Researcher Development Teams, the Head of SRDU and the Head of Academic Development to identify any new sessions (delivered either locally or centrally) needed to fill gaps. Action to be completed by
2.7	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.				All Faculties run successful NAPs which all new academics must complete. This includes sessions on effectively managing staff and the faculty support available to their research staff, to support the latter's career development. The University Skills Development Coordinator is currently coordinating efforts to ensure that briefing sessions are made available to all senior academics to raise awareness of the University's Researcher development Agenda and the responsibilities they have to research staff as line managers (see above).	To include single page A4 "good line manager practice" sheets in ResDOT Handy Guide for academics. Action to be completed by June 2014.
2.8	Recognise & 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	HR	On-going	2,3,4	Promotion criteria for Grades 5-6 and 6-7 have been agreed by UCU and approved by the University's Senate, which are now part of normal promotional processes. The University's HR Sub Committee has reviewed pilots run in two different Faculties for Contribution Mapping and for an Enhancing Performance Scheme and has set up a Working Group to consider the two schemes as well as to review the University's P&DR process. The issue of recognising and rewarding exceptional performance will be reviewed as a consequence of the outcomes of the University's 2013 Staff Survey. In addition, the University is currently conducting an equal pay audit across Grades 1 - 8 and has undertaken a pay audit of academic staff. The University will run an equal pay audit every 2 years. Promotion data is reviewed by the University's Equality & Diversity Unit, the Associate Vice President for Social Responsibility and the	Policy and procedures in place for review by senior HR Committees on an annual basis.

3. Support & Career Development							
	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.	PIs, Faculty Researcher development Teams, Research Staff Development Working Group, University Skills Development Coordinator			All	A statement has been included in the Handy Guides for Line Mangers to accompany the launch of ResDOT	Completed
3.1							
	Provide researchers with the tools & encouragement to evaluate their own skills and development needs via Training Needs Analysis and/or P&DR and the Researcher Development Framework (RDF)	Faculty Researcher Development Teams, Research Staff Development Working Group, University Skills Development Coordinator			3,4	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 onto 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.	1. A Personal Development Planner (PDP) template, for completion by a research staff member prior to their annual P&DR with their line manager will be delivered via ResDOT, as will a guide to the RDF and the RDF Planner for viewing by both the research staff member and their line manager conducting the P&DR. Information to be included in ResDOT Handy Guides for pilot launches in October and November 2013. 2. A decision to be taken by the University to take out an RDF Planner subscription by Feb 2014. 3. 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
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"	Faculty Researcher Development Teams, Careers Service			2,3,4	(http://www.careers.manchester.ac.uk/students/postgraduates/academiccareers/) was developed by the University's Careers Service in collaboration with a wide range of academics and researchers. Using 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 something for all students and researchers from all areas of study and at any stage in their career planning. Highly regarded by both recruiters and students, the **Manchester Gold Staff** scheme has been running for over 10 years. Research staff are matched on a 1:1 basis with a mentor who is in contact with them over a nine month period. The programme aims to help research staff with career planning and decision making about their future options. It is an opportunity for the mentee to receive personal support from an experienced professional who is keen to offer their advice and share their expertise/experiences. There is also local career guidance provided by the Faculty Researcher Development Teams: in response to needs gap analysis conducted in 2012/13, one Faculty now runs monthly career clinics offering 1:1 support and guidance. Advice is based on research into the career	The University Skills Development Coordinator (USDC) to work with the Faculty Researcher Development Teams to monitor engagement of research staff with career enhancing opportunities provided by the University. Opportunities to be promoted in Handy Guides and WebPages in the online system for P&DRs for research staff, ResDOT in November 2013 pilot launch. The USDC to engage the Business Engagement Team in developing resources.
3.3							
	Provide mentors (other than direct line manager) who are proactively involved in personal, professional and career development of research staff				2,3,4	Identified as a key area of support for research staff. Each Faculty provides mentoring opportunities for their respective research staff. In addition, some provide 1:1 coaching. Mentors can be selected from both inside and outside the University and research staff are encouraged to be proactive in identifying an appropriate mentor. The **Manchester Gold Staff** is the successful and unique career mentoring programme managed by the Staff Training and Development Unit at The University of Manchester. The programme has the full support of the senior management of The University of Manchester and aims to develop staff across the University by linking them to the support of a more experienced colleague. This colleague acts as their career mentor over a nine-month period. The Wellcome Trust Cell Matrix Centre have trialled a mentoring system with research staff where they have the option of discussing their career plans with an independent third party. This forms part of the annual P&DR system.	The University Skills Development Coordinator to undertake a review of current mentoring provision and ascertain the level of awareness of mentoring schemes amongst research staff. A report will be submitted to the chair of the RSDWG by June 2013 for action. New/expanded provision to be made available if necessary. Publicity campaign to be undertaken. Information abut mentoring schemes to be included in ResDOT supporting information.
3.4							

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	Line Managers, PIs, Manchester Enterprise Centre, Researcher Development Group, Research Staff Development Working Group, University Skills Development Coordinator		2,3,4	Based within Manchester Business School, the Manchester Enterprise Centre are recognised as a leader in enterprise education and aim to inspire, educate and develop enterprising individuals and enable them to positively impact the growth of dynamic organisations. MEC organise courses and training for research staff, including a popular, annual 4 -day Enterprise Summer School. The University has put significant effort and resource in developing Public Engagement opportunities for research staff. As evidenced by comparing CROS 2011 and 2013 data, more research staff are engaging with this area of researcher activity which reflects a significant change in approach to delivery of PE across the University to enhance researcher-engagement.	The University is currently reviewing how it can support and enhance the employability of its researchers. Once complete, the University Skills Development Coordinator to 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 to look into other aspects of this action - providing deployment opportunities for skills regarding learning & teaching roles, knowledge transfer, income generation - to canvass current provision, identify good practice, and discuss findings with the Faculty Researcher Development Teams to
3.6	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, RBESS		2,3,4,5		(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 UMIP 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 (i) appropriate provision is included in training programmes and (ii) to ensure that research staff are aware of the skills needed for chosen career paths. This work will run in parallel to looking at the University's adoption, promotion and
3.7	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		2,3,4,5	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 mange. 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 guide discussions on training needs and career development.	Review the impact of ResDOT on uptake and effectiveness of P&DRs by research staff in June 2014. Engage key stakeholders in the review process including the RSA, the RSDWG, research staff reps based in each faculty, and the research staff, academic and admin staff involved in the pilot. In response to feedback, change requests to ResDOT will be submitted to the relevant IT Governance committee. ResDOT will be modified prior to launch to all research staff across the University. There are too many variables involved to be able to state a month
3.8	Encourage PIs/line managers to release staff for training courses/opportunities	RSDWG, ADRs, PIs/Line Managers		2,3,4,5	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 mangers to support and actively encourage engagement of the research staff they manage with career development activity.
3.9	Encourage mobility between academia/industry, UK/Overseas, research disciplines/groups through placements/exchanges as a development method	PIs, Line Mangers, Faculty HR/admin		2,7		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.

	Develop and enhance induction (Welcome & support) programmes & resources for International, EU & UK research staff at Research Group, School, Faculty and University levels.	RSDWG, University Skills Development Coordinator, Faculty Researcher Development Teams					On-going collaborative work with the University's HR Services to ensure that the Handbook for research staff is distributed to all new starters via Welcome Packs. The University Skills Development Coordinator to coordinate and annually review inductions delivered by Faculty Research Staff Developers to encourage sharing of best practice across the University.
3.10					1,7	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. 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	Faculty Researcher Development Teams, Vitae NW Hub Manager, RSDWG			All	This is an on-going commitment by the Research Staff Development Working Group and senior management at the University to champion and encourage practices in their local and institutional environments that support the adoption of the Principles of the Concordat. Awareness of The Concordat is also promoted by the Faculty-based Researcher Development Teams. The University's Research Staff Association is also a very active champion of the Concordat. All new academics must take part in a New Academics Programme, which now includes information about the Concordat and the responsibilities supervisors have towards the research staff they manage. Faculties deliver regular briefing sessions for senior, post NAP academics to keep them updated with developments regarding researcher development which impact upon their responsibilities as line managers of research staff. The University is currently reviewing the sessions delivered to senior academics locally to identify any gaps that could be filled by central provision.	The University Skills Development Coordinator to liaise with the AVP for Graduate Education & Research, the Faculty Researcher Development Teams and the Director of Academic Development to assess need for briefing sessions to be delivered centrally, in addition to current local Faculty-based activity. The assessment to be completed by December 2013 and the content of centrally-delivered briefing sessions, if required, to be agreed by end of January 2014 for delivery in the 2012/13 academic year. The University Skills Coordinator to look into what "Concordat Champions" are in place in the academic communities in each Faculty and to assess whether more efforts
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	Researchers, faculty Researcher Development Teams, PIs			4,5	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.	The University will make a decision regarding the purchasing of licences for the RDF Planner by January 2014. A Personal Development Planner will be delivered by ResDOT to encourage and promote reflective practice.
4.3	Sensitise 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, RSA			All		See 4.1
4.4	PIs to support/facilitate professional and career development culture amongst research staff as promoted by The Concordat	PIs, ADRs				There has been a noticeable cultural shift in the level of awareness amongst PIs of the Concordat as a consequence of key stakeholders promoting the Concordat amongst PIs e.g. via NAPS, School/Faculty Committee meetings etc	Concordat, the Concordat Implementation Plan, and supporting materials such as the RDF and RDF planner published by Vitae, amongst both academics and research staff. The University's Researcher Development Group and the RSDWG to design a strategy going forward by Feb 2014.
5. Equality & Diversity							
5.1	Foster and encourage flexible working conditions in line with the University's family-friendly policies	PIs, HR			6	The University has a flexible working policy that is effective as corroborated in the CROS 2013 data.	Policy
5.2	Publicise transparent Promotion and Recognition & reward polices/opportunities	HR			2,3		Promotion and reward policies are posted on the HR web pages. Recognition/reward policies will be reviewed following low satisfaction sores in the 2013 University Staff Survey and action plans formulated by June 2014.

5.3	Facilitate participation in Athena SWAN Charter	HR			6	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 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. The University offers a substantial maternity leave package which includes 6 months full pay, plus 3 months statutory pay. Whilst on maternity leave the University offers 5 'keeping in touch' days, which are paid and not taken out of the maternity leave period. 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 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	To ensure at least 70% of the remaining STEMM Schools apply and achieve an Athena SWAN award. To develop bespoke workshops for women aspiring to leadership positions. To collaborate with other Universities on a mentoring programme for academic women. To support the Equality Challenge Unit in the development of a Race Chartermark to support the recruitment and career development of BME staff.

6. Implementation & Review

6.1	Publicise the University's Concordat Implementation Plan and progress	RSDWG			2,7	It is clear from the University's 2013 CROS data that awareness of the University's Concordat Implementation Plan amongst research staff is poor.	Working with the RSDWG and the Researcher Development Group, the University Skills Development Coordinator to write an action plan by Feb 2014 aimed at raising awareness of the CIP amongst research staff.
6.2	Participate in surveys (e.g. Careers in Research Online Survey [CROS] and Principal Investigators & Research Leaders Survey [PIRLS]) for benchmarking purposes and to monitor institutional performance	University Skills Development Coordinator, RSDWG				The University is committed to participating in CROS every 2 years. The University has not participated in PIRLS because the survey was not deemed useful to the institution in its current format. The University runs a bi-annual Staff Survey, with the facility to extract data specific for research staff.	Institutional and local (Faculty) action plans to be drawn up from 2013 CROS and University Staff Survey data by Feb 2013. Implementation to be monitored by the RSDWG.
6.3	Seek external recognition of key successes i.e. HR Excellence in Research badge, THES awards etc.	University Skills Development Coordinator, RSDWG, Faculty & PSS Researcher Development Teams			2,7	The University actively encourages submissions from both staff and research staff to the THES awards. The University won the 2011 THES award for Outstanding Support for Early Career Researchers for its **Academic Career website** (http://www.academiccareer.manchester.ac.uk/). Two projects designed and implemented by the University's Research Staff Association, inn collaboration with the University, have been submitted to the 2013 THES awards.	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
6.4	Develop online questionnaire for exit interviews to monitor/evaluate the University's training provision for research staff	Careers Service, RDG, Faculty Researcher development Teams			All		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 RSDWG by June 2014.
6.5	Evaluate researchers' and PIs delivery of the University's Concordat Implementation Plan 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.					ResDOT has been developed to deliver the P&DR process for research staff, and is currently being piloted for 6 months in 3 Schools and one entire Faculty until April 2014. The delivery and impact of the 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	collate change request form academics and research staff involved in the pilot to improve ResDOT as an institutional tool to deliver effective P&DRs to research staff. Action plans, approved by the RSDWG, to be drawn up from analysis of 2013 CROS & University Staff Survey that address issues raised by research staff and improve the implementation of the University's Concordat Implementation Plan.
6.6	Monitor accessibility, effectiveness and take-up of development and training opportunities that are relevant and timely				3,4,5	Faculty Researcher Development & Training Teams collect data from those who attend their training courses to feed into the design, content and delivery of future training programmes.	

2013/14 Priorities

	1	To exploit ResDOT as a tool to deliver all aspects of the University's Researcher Development Agenda			
	2	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			
	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			
	3	That by 2015, 80% of senior academics have attended a briefing sessions on Researcher Development			
	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			