



**Research and Knowledge Exchange**

# MANCHESTER METROPOLITAN UNIVERSITY

**EU HR Excellence Award 4-year review  
Evidence for Compliance and Action Plans**



**Manchester  
Metropolitan  
University**

<b>A: RECRUITMENT AND SELECTION</b>	
<b>Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.</b>	
<b>Clause</b>	<b>Evidence for current compliance</b>
1.1 All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution	<p>In 2016, the University appointed its first ever PVC RKE (<a href="http://www2.mmu.ac.uk/about-us/our-people/university-executive-group/richard-greene.php">http://www2.mmu.ac.uk/about-us/our-people/university-executive-group/richard-greene.php</a>) in recognition of the strategic importance attached to our research ambitions.</p> <p>The PVC RKE produced a new University RKE Strategy (<a href="http://www2.mmu.ac.uk/rke-strategy/">http://www2.mmu.ac.uk/rke-strategy/</a>) in early 2017 with an aspiration to position the University as “a great place to start and develop your research career”. The Strategy</p> <p>The strategy includes a focus on the production of high-quality, sustainable and impactful research which is consistent with our ethical standards. The RKE Strategy is clear that researchers will be recruited for their ability to add value to our areas of research focus.</p> <p>It firmly asserts our aspirations and sets out a clear direction of travel around the advancement of research including provision for a number of schemes specifically aimed at the career development of researchers and research students.</p> <p>Annual strategic plans for faculties identify actions that will be taken to achieve the University’s strategy, including identifying the human resource that will be required to deliver on the aspirations around quality.</p> <p>The HR Senior Team review the annual strategic plans for faculties that identifies the HR resource required and tailor their HR strategic plans accordingly.</p> <p>Additional resource has been unlocked to pay for the recruitment of new research leaders at Professoriate level and the last 18 months have seen a 42% increase in our Professoriate who are recruited to key research areas.</p> <p>There has also been a shift in the make-up of recruitment panels. The University’s Vice-Chancellor now presides over all Professoriate appointments and Faculty PVCs are required to ensure that research is a major factor in all appointments. There is an expectation that all new appointments have doctoral level research qualifications and a track record of producing high-quality research.</p> <p>Research is a key component in a mandatory induction process for all academic staff and is part of our academic promotion scheme (<a href="http://www2.mmu.ac.uk/media/mmuacuk/content/documents/human-resources/a-z/forms-and-templates/Academic-Probation-Form.pdf">http://www2.mmu.ac.uk/media/mmuacuk/content/documents/human-resources/a-z/forms-and-templates/Academic-Probation-Form.pdf</a>)</p>
1.2 Employers should strive to attract excellence and respect diversity (see	<p>The University has an Equality and Diversity policy which outlines our commitment. This is publicly shared in a number of places (<a href="http://www2.mmu.ac.uk/humanresources/a-z/policies/equality-and-diversity-policy/">http://www2.mmu.ac.uk/humanresources/a-z/policies/equality-and-diversity-policy/</a>)</p>

<p>Principle 6). Recruitment and selection procedures should be informative, transparent and open to all qualified applicants regardless of background. Person and vacancy specifications must clearly identify the skills required for the post and these requirements should be relevant to the role.</p>	<p>In recognition of our commitment to celebrating equality and diversity MMU has been awarded named as a top organisation for people management practice having won the IIP Gold Champion of the Year award, the Disability Two Ticks standard, Disability Standards Silver Award, Athena SWAN Bronze Award, Stonewall Diversity Champion: (<a href="http://www.mmu.ac.uk/humanresources/">http://www.mmu.ac.uk/humanresources/</a>)</p> <p>Use of University role profiles makes researcher role requirements clear. Research posts are graded through the HERA system (so consistent with the pay and grading arrangements for MMU). Role profiles for research staff at grades 5, 6, 7, 8, 9 and 10, available on-line at: <a href="http://www.mmu.ac.uk/humanresources/roleevaluation/role_profiles/index.php?letter=r">http://www.mmu.ac.uk/humanresources/roleevaluation/role_profiles/index.php?letter=r</a></p> <p>Job description and person specification templates for research staff have been created and are shared with recruiting managers to clearly identify the skills required for the post.</p> <p>Guidelines were introduced in 2013 on doctoral level qualifications as a requirement for all academic staff appointments to build a more dynamic and high-quality research and knowledge exchange culture.</p> <p>The University has an online recruitment system facilitated through a careers website. This is informative, transparent and open to all qualified applicants regardless of background. The site can be found at: <a href="http://www2.mmu.ac.uk/jobs/">http://www2.mmu.ac.uk/jobs/</a> The site includes a section on support for disabled candidates.</p> <p>New streamlined 1-page Professoriate job descriptions emphasizing research excellence and citizenship were created and used in a high-profile 2014 Professoriate recruitment round. Further development and improvements to job descriptions for Reader and Professor positions was completed in 2017.</p> <p>The HR Team has introduced a Framework to Support Academic Practice and Excellence (<a href="http://www2.mmu.ac.uk/humanresources/current-staff/framework/">http://www2.mmu.ac.uk/humanresources/current-staff/framework/</a>) which gives research equal prominence to learning and teaching and other academic activity in the research and selection stage. New guidance and a recruitment toolkit for hiring managers has been introduced.</p> <p>Individual circumstances are accounted for in annual calls for promotion to Professor and Reader.</p>
<p>1.3 Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.</p>	<p>We have made a deliberate and conscious effort to reduce the number of fixed-term research posts.</p> <p>Fixed term contracts are only issued under careful consideration through our strategic planning process, and must be justified under specific terms (for example, a link to a specific piece of research or funding). Staff members on fixed-term contracts automatically become permanent staff members upon completion of four years' service and have the same contractual rights and opportunities as all of our staff.</p>
<p>1.4 To assure fairness, consistency and the best assessment of the</p>	<p>There is mandatory recruitment and selection training for anyone interviewing within the University which includes training on unconscious bias. There is also mandatory additional training for panel chairs to ensure that they are clear on their responsibilities.</p>

<p>candidates' potential, recruitment and progression panels should reflect diversity as well as a range of experience and expertise. In order to promote these values, individuals who are members of recruitment and promotion panels should have received relevant recent training. Unsuccessful applicants should be given appropriate feedback if requested as this may be of assistance to the researcher in considering their further career development.</p>	<p>Our approach to Equality and Diversity in research is underpinned by principles including transparency, consistency, accountability and inclusivity. The University provides a range of courses in support of its Equality and Diversity Policy which are mandatory for staff, including designated members of staff appointed to perform functions in relation to Research Management. These include:</p> <ul style="list-style-type: none"> <li>- "Equal Opportunities and Diversity Essentials"</li> <li>- "Managing Diversity e-learning"</li> </ul> <p>Unsuccessful applicants for all posts are offered the opportunity for feedback and asked to contact the Recruitment Team in the first instance. Chairs of recruitment panels are trained in giving feedback following interview.</p>
<p>1.5 The level of pay or grade for researchers should be determined according to the requirements of the post, consistent with the pay and grading arrangements of the research organisation.</p>	<p>Research posts are graded using the HERA analytical job evaluation scheme, along with all other posts at MMU. A consistent starting salary policy is applied as part of the recruitment process.</p> <p>A Professorial review and reward scheme was established in 2014 which allows for progression between pay bandings based on outstanding performance.</p>

<b>Progress on actions – 2015-2017</b>			
A. RECRUITMENT AND SELECTION			
PRINCIPLE 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.			
<b>Action</b>	<b>Progress</b>	<b>Comments</b>	<b>Action in 2017-2019 (if relevant)</b>
<i>No actions identified</i>	<i>Not applicable</i>		

<b>Action Plan – 2017-2019</b>					
A. RECRUITMENT AND SELECTION					
PRINCIPLE 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.					
<b>ACTION NUMBER</b>	<b>ISSUE ADDRESSED</b>	<b>ACTION</b>	<b>SUCCESS CRITERIA</b>	<b>RESPONSIBLE FOR ACTION</b>	<b>TIMESCALE</b>
A1	Staffing plans	Develop staffing plans within University Centres for Research and Knowledge Exchange	Staffing plans developed and actioned	Director of RKE	March 2018
A2	Professoriate	Continue to grow the overall volume of research leaders by recruiting more Professors	Overall increase in the volume of Professoriate	Faculty PVCs and PVC RKE	Ongoing
A3	Early career researchers	Establish ECR Recruitment Scheme	Recruitment scheme established and evidence of take-up	Director of RKE	February 2018
A4	Research students	Continue to develop targeted campaigns and other activities to increase the number of high quality postgraduate researchers	Recruit an increased volume of high quality postgraduate researchers.	Head of Graduate School	Ongoing
A5	Responsible recruitment	Develop a workshop for senior managers to ensure that metrics in recruitment exercises are used responsibly in line with the findings of “The Metric Tide” and recommendations from the Forum for Responsible Research.	Responsible research workshop delivered.  Responsible use of metrics statement developed and clearly visible on the University’s website.	Head of Research Environment and Impact	July 2018

**B: RECOGNITION AND VALUE**

**Principle 2: Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research.**

<b>Clause</b>	<b>Evidence for current compliance</b>
<p>2.1 Employers are encouraged to value and afford equal treatment to all researchers, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should ensure that the development of researchers is not undermined by instability of employment contracts. This approach should be embedded throughout all departmental structures and systems.</p>	<p>In the interests of equal pay, all posts at MMU are evaluated using the same objective and analytical job evaluation tool; there is no separate pay spine for research staff and all appointments are subject to a consistent starting salaries policy.</p> <p>Research staff (including fixed-term employees) have the same contractual entitlements as other staff members, such as annual leave, maternity/paternity leave, sick pay and working hours.</p> <p>The University offers a range of benefits including pensions, a voluntary staff benefit scheme (which entitles staff to discounts and promotions, etc.) and childcare vouchers. These are offered to research staff (including fixed-term) in the same way as any other staff member.</p> <p>All staff have a mandatory PDR (professional development review) where development opportunities are identified. All research staff (including those on fixed term contracts) have access to development opportunities offered on a University level. <a href="http://www2.mmu.ac.uk/humanresources/a-z/guidance-procedures-handbooks/pdr-guidance-reviewers/">http://www2.mmu.ac.uk/humanresources/a-z/guidance-procedures-handbooks/pdr-guidance-reviewers/</a></p> <p><a href="http://www2.mmu.ac.uk/humanresources/a-z/guidance-procedures-handbooks/pdr-guidance-additional-guidance-for-academics/">http://www2.mmu.ac.uk/humanresources/a-z/guidance-procedures-handbooks/pdr-guidance-additional-guidance-for-academics/</a></p> <p>Monitoring of access to training opportunities is included in the annual staff development reports, including analysis of access by fixed term staff members. These are available at: <a href="http://www2.mmu.ac.uk/humanresources/a-z/reports/">http://www2.mmu.ac.uk/humanresources/a-z/reports/</a></p>
<p>2.2 Commitment by everyone involved to improving the stability of employment conditions for researchers and implementing and abiding by the principles and terms laid down in the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and Joint Negotiating Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisations.</p>	<p>As above - All posts are evaluated against the same job evaluation scheme; there is no separate pay spine for research staff and they are rewarded on the basis of an analytical job evaluation tool.</p> <p>Fixed term contracts are issued under careful consideration through our strategic planning process, and must be justified under specific terms (for example, a link to a specific piece of research or funding). Staff members on fixed-term contracts automatically become permanent staff members upon completion of four years' service.</p> <p>During the cycle of our last action plan we reviewed the number of fixed-term research staff and have embedded actions to support their career development into strategies related to the establishment of a new set of University Centres for Research and Knowledge Exchange.</p>

<p>2.3 Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams. Employers should ensure that research managers are made aware of, and understand their responsibilities for the management of researchers and should provide training opportunities, including equality and diversity training, to support research managers in doing this. Institutions will wish to consider how research managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management.</p>	<p>The University operates a mandatory PDR (professional development review) scheme, which includes a career development discussion. PDR completions are monitored and reported in the annual staff development report. Increased focus on research development is growing in evidence across MMU Faculties - Arts and Humanities operate a 5-year research planning process identifying specific research development needs. This approach has been incorporated into the Academic PDR Scheme and the Academic Career Scheme and probation arrangements (component parts of the Framework to Support Academic Practice and Excellence) adopted as good practice and is rolling across MMU. Senior managers are required to submit a report of PDR completion to HR annually.</p> <p>The University has an Equality and Diversity policy which outlines our commitment. This is publicly shared in a number of places <a href="http://www2.mmu.ac.uk/humanresources/a-z/policies/equality-and-diversity-policy/">http://www2.mmu.ac.uk/humanresources/a-z/policies/equality-and-diversity-policy/</a> and to support this policy there is a suite of mandatory training (which includes equality and diversity training). Details of University training are shared with staff through the University's on-line HR system, <i>myHR</i>. The Research and Knowledge Exchange Team and Graduate School also provide specific staff development opportunities for research managers, such as workshops to support research supervisors. We were awarded IIP Gold Champion status in recognition of our approach.</p>
<p>2.4 Organisational systems must be capable of supporting continuity of employment for researchers, such as funding between grants, other schemes for supporting time between grant funding, or systems for redeploying researchers within organisations where resources allow. Funders are expected to make it a priority to consider how their policies, guidance and funding can be enhanced to help employers to achieve this objective.</p>	<p>Organisational systems are capable of supporting continuity of employment. The HR Department operates a redeployment scheme for researchers and other staff alike. This seeks to match 'at risk' staff with job opportunities within the University.</p> <p>Grant applications are supported by experts from the RKE Office or faculty-based RKE support staff. Principal investigators are supported with advice on the grade of research staff member needed for projects and relevant costs.</p> <p>MMU offers a regular programme of funding opportunities to encourage and support early stage career researchers. For example, the Research Accelerator Grant provides funding to Early Career Researchers and the Knowledge Exchange and Innovation Fund made awards to encourage staff to venture into new research and knowledge exchange areas. This ladder of career support also now includes the RKE Future Leaders and will shortly include a whole programme of new funding schemes including ECR fellowship opportunities and international research grants.</p> <p>University Centres for Research and Knowledge Exchange (UC-RKEs) are being established to manage the strategic and operational research environment. UC-RKEs will have funding available to resource their human resources appropriately.</p>
<p>2.5 Pay progression for researchers should be transparent and in accordance with procedures agreed between the relevant trade unions and the employers nationally and locally. In HEIs, pay progression will be in accordance with the Framework Agreement, though</p>	<p>Pay progression through the University's pay scales is transparent – details of the grades, scales and pay details can be found at: <a href="http://www.mmu.ac.uk/humanresources/pay/">http://www.mmu.ac.uk/humanresources/pay/</a></p> <p>A University pay audit is carried out annually, using externally designed tools which were agreed with our trade unions. The audit found that the gaps between male and female researchers as a group was within</p>

<p>recognising the flexibility that institutions have in implementing the Framework.</p>	<p>legally acceptable limits. More information about the outcomes from the audit are available from the Reward and Planning Manager.</p> <p>The University has commenced a Gender Pay Gap Audit as required by legislation.</p> <p>A professorial review and reward scheme which establishes transparent criteria-based promotional banding for Professors is now in place across the University.</p> <p>The University has a 'Contribution Zone' Scheme; this Scheme allows individuals further progression up the pay spine on the basis of their contribution to the University and is applicable to all staff.  <a href="http://www2.mmu.ac.uk/media/mmuacuk/content/documents/human-resources/a-z/policies-schemes-and-terms--conditions/Contribution_Zone_Scheme.pdf">http://www2.mmu.ac.uk/media/mmuacuk/content/documents/human-resources/a-z/policies-schemes-and-terms--conditions/Contribution_Zone_Scheme.pdf</a></p>
<p>2.6 Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay progression. Promotion opportunities should be transparent, effectively communicated and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies.</p>	<p>All posts (including promotion opportunities) are advertised through the University's recruitment procedures, vacancies are posted online and the process is fully transparent.  <a href="https://manmetjobs.mmu.ac.uk/jobs">https://manmetjobs.mmu.ac.uk/jobs</a></p> <p>There is an annual call for promotion to Professor and Readership which includes accompanying workshops and guidance on how to make a successful application.</p> <p>We have created a number of internal schemes designed to give researchers (particularly ECRs) an opportunity to develop their skills in line with the expectations of promotion:</p> <p>Early career researchers are offered the opportunity of applying for funding such as Research Accelerator Grants <a href="http://www.mmu.ac.uk/staff/fundingopportunities/">http://www.mmu.ac.uk/staff/fundingopportunities/</a></p> <p>The Future RKE Leaders scheme was introduced in 2014. It's a 5-year leadership development programme with the aim of building outstanding research skills and capacity which can lead to promotion. Three cohorts have been recruited so far.</p> <p>Research mentoring schemes have been rolled out across the University.</p>

<b>Progress on actions – 2015-2017</b>			
<b>B. RECOGNITION AND VALUE</b>			
<b>PRINCIPLE 2: Researchers are recognised and valued by their employment organisation as an essential part of their organisation’s human resources and a key component of their overall strategy to develop and deliver world-class research.</b>			
<b>Action</b>	<b>Progress</b>	<b>Comments</b>	<b>Action in 2017-2019 (if relevant)</b>
<i>Review processes for tracking Researchers on short-medium term contracts in order to support continuity of employment and make necessary improvements.</i>	<i>Action carried forward</i>	Review completed and improvements made. Audit will be conducted December 2017 to check system is working in practice.	<b>B7</b>
<i>Evaluation and review of Framework to Support Academic Practice and Excellence</i>	<b>Complete</b>	The Framework has been reviewed and further improvements made to the academic probation to ensure new staff are properly supported on joining the University and regular reviews carried out.	
<i>Review local (Faculty) implementation arrangements for the provision of ‘bridging’ funding to allow and support the movement of researchers on short-medium term contracts from one research project to another. Put in place actions to ensure a consistently positive and systematic approach to this process.</i>	<b>Complete</b>	The review was completed and staffing strategies are now fully embedded into the development phase of our new University Centres for Research and Knowledge Exchange to ensure that there is a positive and consistent approach.	
<i>Develop research mentoring schemes institutionally targeted at groups such as mid-career researchers, women researchers and other groups</i>	<i>Action carried forward</i>	Early career researcher mentoring is a scheme that has been adopted by our largest faculty Arts and Humanities and for departments in two other faculties with a view to rolling this out more widely. All research staff are offered a mentor to meet with on a termly basis to support their development as a researcher and to raise the quality of research across the organisation. All mentors are experienced research active staff and professors and the scheme is outside of line management with the focus being on development and support. All staff are invited to a briefing session on the roles and commitments involved from both parties and the expectations from the scheme and then mentee can decide if they want to opt into being mentored to support the delivery of their 5 year plan.	<b>C9</b>

<b>Review local (Faculty) implementation arrangements for the provision of 'bridging' funding to allow and support the movement of researchers on short-medium term contracts from one research project to another. Put in place actions to ensure a consistently positive and systematic approach to this process.</b>	<b>Complete</b>	The review was completed and staffing strategies are now fully embedded into the development phase of our new University Centres for Research and Knowledge Exchange to ensure that there is a positive and consistent approach.	
<b>Conduct CROS.</b>	<b>Not completed</b>	The decision was taken at the institutional level that as a University-wide Staff Survey was being conducted in the same period that it was not appropriate to carry out further surveys.	

<b>Action Plan – 2017-2019</b>					
<b>B. RECOGNITION AND VALUE</b>					
<b>PRINCIPLE 2: Researchers are recognised and valued by their employment organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research.</b>					
<b>ACTION NUMBER</b>	<b>ISSUE ADDRESSED</b>	<b>ACTION</b>	<b>SUCCESS CRITERIA</b>	<b>RESPONSIBLE FOR ACTION</b>	<b>TIMESCALE</b>
B1	Valuing researchers	Analyse the results of our University's 2017 Staff Survey to identify and act on issues affecting the recognition and value of research staff.	Data analysed.  Actions implemented.  +10% increase in positive responses from research staff in 2019 survey	Employee Engagement Manager/ Head of Research Environment and Impact	January 2018
B2	Research culture	Establish University Centres for Research and Knowledge Exchange as the primary vehicle for recognising and valuing our high-quality researchers	UC-RKEs established	Director RKE	March 2018
B3	Recognition – Income generation	Roll-out reporting mechanisms and Worktribe system to ensure that individual staff contributions to	Roll-out of Worktribe system	Director RKE	February 2018

		research grants and contracts are recognised and rewarded accordingly.			
B4	Recognition – Early Career Researcher	Establish PVC RKE Outstanding ECR prize	Prize established  Volume and quality of nominations received.	PVC RKE	April 2018
B5	Recognition – Impact	Establish PVC RKE Impact Prize	Prize established  Volume and quality of nominations received.	PVC RKE	April 2018
B6	Recognition – Researchers	Include an Award for Outstanding Research in the University's re-launched Staff Awards	Volume of nominations received.  Quality of nominations received.	Assistant Director of HR	Summer term 2018
B7	Research Culture	Audit use of fixed term research posts	The number of fixed term roles is low	Assistant Director of HR	January 2018
B8	Recognition	Complete Gender Pay gap reporting	The report shows that there is no significant gap for male/female research staff Action plan addresses any gaps	Assistant Director of HR	March 2018 (report published) March 2019 (Action plan delivery)

**C: SUPPORT AND CAREER DEVELOPMENT**

**Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.**

**Principle 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.**

<b>Clause</b>	<b>Evidence for current compliance</b>
<p>3.1 It is recognised that positions of permanent employment are limited in the UK research and academic communities and that not all researchers will be able to obtain such a position. It is, therefore, imperative that researcher positions in the UK are attractive in themselves (and not, for example, solely as potential stepping stones to permanent academic positions). This requires that they provide career development which is comparable to, and competitive with, other employment sectors.</p>	<p>Role profiles enable all research staff (including those on fixed-term contracts) to clearly identify themselves as part of the academic community at MMU.</p> <p>The University operates a mandatory PDR (professional development review) scheme for all staff members (including those on fixed-term contracts) to ensure that individuals receive equal opportunities for career development.</p> <p>The University offers a wide range of development opportunities including opportunities for the development of transferable skills which have applications outside academia, including line management, project management and presentation skills. We also run an established coaching and mentoring network.</p> <p>We are awarded IIP Gold Champion status. Our most recent staff survey results evidenced above average satisfaction with our career development provision.</p>
<p>3.2 A wide variety of career paths is open to researchers, and the ability to move between different paths is key to a successful career. It is recognised that this mobility brings great benefit to the UK economy and organisations will, therefore, wish to be confident that their culture supports a broad-minded approach to researcher careers and that all career paths are valued equally.</p>	<p>The University has created a 'career pathways' tool to bring together and develop career information for staff so they will recognise the range of options for developing and extending their careers, supported by high quality learning and development opportunities. Management development is identified for appropriate academic job roles. The career pathways tool can be accessed at: <a href="http://www.mmu.ac.uk/career-pathways">http://www.mmu.ac.uk/career-pathways</a></p> <p>The University operates a mandatory PDR (professional development review) Scheme, which includes a career development discussion.</p> <p>Progression routes for researchers are diverse with annual calls to senior research fellow, reader and professor positions making it clear that promotion can be secured through outstanding performance in academic knowledge exchange activities as well as traditional research disciplines.</p> <p>The RKE Future Leaders scheme equips researchers with transferable skills in areas such as leadership and management.</p>
<p>3.3 Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well</p>	<p>Research staff have access to significant training in professional skills (including communication skills) provided at a University level.</p> <p>The University has a bespoke "New to Research" development programme, which includes presentation skills, project management, networking skills and team-working skills workshops. We have also established a successful coaching and mentoring network to support the career development of staff.</p>

<p>as the necessary training and appropriate skills, competencies and understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter</p>	<p>The University offers training and development around so-called “softer” skills through our annual Engage Week in which staff are encouraged to try out taster sessions of new activities.</p> <p>Central departments such as RKE, the Graduate School and the University’s Press Office offer a range of training and development workshops which have transferable applications (e.g. enterprise-related training, communication training etc). We provide opportunities to experience placements in other organisations such as policy fellowships and the Media Fellowships (in partnership with the BSA). We also deliver the Future RKE Leaders programme (into its third cohort) which includes training in transferable skills such as leadership and management.</p>
<p>3.4 All employers will wish to review how their staff can access professional, independent advice on career management in general, particularly the prospect of employment beyond their immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors.</p>	<p>There is specific skills training about job hunting, completing applications and interviewing offered at University level (the University’s “Becoming a Better Candidate” workshop). Details can be accessed by all staff, including research staff, via the myHR system.</p> <p>The University provides clear guidance on job shadowing, see: <a href="http://www.mmu.ac.uk/humanresources/policy/general.php">http://www.mmu.ac.uk/humanresources/policy/general.php</a></p> <p>The University offers a series of fellowships which researchers can use to experience life beyond their immediate context and discipline. We offer policy fellowships through our University’s think-tank MetroPolis, media fellowships through the British Science Association and actively participate in schemes such as the Parliamentary Shadowing Scheme in which ECRs can “shadow” government departments. We also offer funding for international visits and placements.</p>
<p>3.5 Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies should assist researchers to make informed choices about their career progression by ensuring that their own policies and processes for promotion and reward are transparent and clearly stated and that all researchers are aware of local and national career development strategies.</p>	<p>Career development discussions are built into the University’s PDR process.</p> <p>Policies and processes for promotion and reward are transparent and clearly stated.</p> <p>Annual calls for progression to Professors, Professorial Research Fellows, Readers, Senior Research Fellows and Senior Enterprise Fellows are advertised widely to all staff and the process includes open meetings and transparent guidelines and attainment levels. See: <a href="http://www2.mmu.ac.uk/about/governance/deputy-vice-chancellor/">http://www2.mmu.ac.uk/about/governance/deputy-vice-chancellor/</a></p> <p>The PVC RKE and PVC Education run workshops to support staff who are interested in applying for promotion to Professoriate level positions and the PVC Education runs specific workshops to support applications from female researchers.</p> <p>The University has created a ‘career pathways’ tool to bring together and develop career information for staff so they will recognise the range of options for developing and extending their careers, supported by high quality learning and development opportunities. Management development is identified for appropriate academic job roles. The career pathways tool can be accessed at: <a href="http://www.mmu.ac.uk/career-pathways">http://www.mmu.ac.uk/career-pathways</a></p>

<p>3.6 Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development.</p>	<p>The University has a clear policy and associated guidance for inductions that is carried out with all staff. It is mandatory for all staff to receive an induction which is planned by their manager. Guidance is provided for the manager and a Welcome Booklet for all new staff has been developed. These can be found at: <a href="http://www.mmu.ac.uk/humanresources/policy/general.php">http://www.mmu.ac.uk/humanresources/policy/general.php</a></p> <p>All new research staff are invited to the University's Staff Welcome Events (held twice a year). In addition we have an online welcome section for new staff <a href="http://www2.mmu.ac.uk/humanresources/new-staff/">http://www2.mmu.ac.uk/humanresources/new-staff/</a></p> <p>Research and academic staff are also invited to a one-to-one meeting with Research and Knowledge Exchange (RKE) office staff when they join MMU, to make them aware of research and knowledge exchange services available, and meet staff in an informal setting.</p> <p>The Research and Knowledge Exchange team carries out specific induction sessions for Research staff.</p> <p>The University's Leadership and Management competency framework outlines a specific requirement for managers to create an effective induction for staff and to develop others.</p> <p>Research managers are required to run an annual PDR with all staff and a career development discussion is embedded into this process.</p>
<p>3.7 Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practice those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students.</p>	<p>Role profiles outline the skills and responsibilities required for posts. These can be accessed on the intranet at: <a href="http://www.mmu.ac.uk/humanresources/roleevaluation/role_profiles/index.php?letter=r">http://www.mmu.ac.uk/humanresources/roleevaluation/role_profiles/index.php?letter=r</a></p> <p>The University has created a 'career pathways' tool to bring together and develop career information for staff so they will recognise the range of options for developing and extending their careers, supported by high quality learning and development opportunities. Management development is identified for appropriate academic job roles. The career pathways tool can be accessed at: <a href="http://www.mmu.ac.uk/career-pathways">http://www.mmu.ac.uk/career-pathways</a></p> <p>Internal funding schemes such as the Research Accelerator Grants intentionally give researchers an opportunity to manage budgets for their own projects and the University has rolled out coaching and mentoring networks and schemes across our academic faculties.</p>
<p>3.8 Employers also should provide a specific research career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be</p>	<p>All staff (including fixed-term researchers) are familiar with specific research career development arrangements.</p> <p>In addition to inductions, the mandatory annual PDR process (with a dedicated section on career development), the career development pathway toolkit and the usual training and development offered a central and Faculty level there other arrangements in place for individualized career development and learning including:</p> <p>A buddying and mentoring scheme offered at a local level arranged with staff as appropriate. Guide to Mentoring available online here: <a href="http://www.mmu.ac.uk/humanresources/pdf/general/Mentoring.pdf">http://www.mmu.ac.uk/humanresources/pdf/general/Mentoring.pdf</a></p>

<p>familiar with such provisions and arrangements.</p>	<p>As well as facilitating and matching buddies and mentors where appropriate, the University also provides ILM-accredited training for those wishing to become coaches and mentors, to further enrich the experience for all parties. There is also a coaching and mentoring network and large-scale research mentoring schemes rolled out and embedded across faculties: <a href="http://www.mmu.ac.uk/humanresources/devandtrain/docs/staff-development-programme-1314.pdf">http://www.mmu.ac.uk/humanresources/devandtrain/docs/staff-development-programme-1314.pdf</a>.</p>
<p>3.9 Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and increasing the skill and effectiveness of researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the training of researchers is a significant contribution to research output and they encourage employers and mentors to adopt these practices.</p>	<p>Research managers have to adhere to various mandatory processes concerned with the career development of their staff including inductions and an annual PDR (both of these processes are accompanied by lots of guidance specifically aimed at managers).</p> <p>In addition to these processes:</p> <p>Early career researchers can access a Postgraduate Certificate in Academic Practice and Research Fellows are encouraged to access development via the HEA.</p> <p>The University runs HEA-accredited programmes, and is able to offer in-house panels to award HEA Fellowship through our Professional Standards Framework. <a href="http://www.celt.mmu.ac.uk/psf/index.php">http://www.celt.mmu.ac.uk/psf/index.php</a></p> <p>The University's Leadership and Management competency framework outlines a specific requirement for managers to develop themselves <i>and others</i>.</p> <p>The University has created a 'career pathways' tool to bring together and develop career information for staff so they will recognise the range of options for developing and extending their careers, supported by high quality learning and development opportunities. Management development is identified for appropriate academic job roles. The career pathways tool can be accessed at: <a href="http://www.mmu.ac.uk/career-pathways">http://www.mmu.ac.uk/career-pathways</a></p>
<p>3.10 Researchers should be empowered by having realistic understanding of, and information about, their own career development and career direction options as well as taking personal responsibility for their choices at the appropriate times. Employers should introduce appraisal systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career.</p>	<p>All staff have a mandatory PDR (professional development review) where development opportunities are identified. All research staff (including those on fixed term contracts) have access to development opportunities offered on a University level</p> <p>The University has operated PDRs for all staff since 2010. This process facilitates career development discussions between research staff and their managers. The scheme currently has a 92.2% completion rate which has improved year-on-year since the scheme was introduced.</p>

<p>3.11 Employers will wish to ensure that development activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not duly disadvantaged when moving from one employer to another.</p>	<p>The University's Professional Standards Framework is designed to provide staff with an internal professional development route to HEA fellowship recognition at four levels, integrated with MMU's well-established, internal, HEA accredited Academic Practice programmes. Accreditation of prior learning is incorporated into programmes to ensure transferability of skills and experience <a href="http://www.celt.mmu.ac.uk/psf/index.php">http://www.celt.mmu.ac.uk/psf/index.php</a>.</p> <p>All research staff have access to training on topics relevant to academic practice including teaching and learning, people management and grant writing</p>
<p>3.12 Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided.</p>	<p>All research staff have access to training on topics relevant to academic practice including teaching and learning.</p> <p>Researchers also receive training through CELT – Centre for Excellence in Learning and Teaching.</p> <p>The new Academic Career Scheme sets out the requirements for induction, probation and development for the first three years of an academic/researcher's career at Manchester Metropolitan University.</p>
<p>3.13 Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation and management committees.</p>	<p>Research governance structures have been revised following a review commissioned by the PVC RKE.</p> <p>The University RKE Committee (RKEC) established in 2016 feeds into the University's Academic Board. The membership includes senior academic researchers from every faculty (Faculty Heads of RKE), an ECR representative and a PGR representative.</p> <p>This structure is mirrored in all Faculties in Faculty Research and Knowledge Exchange Committees so there are opportunities for researchers to input into policy and practice at all levels.</p> <p>Overseeing the implementation of the Concordat for Career Development of Researchers has been embedded into the terms of reference of the RKEC</p> <p>The Athena Swan Steering group includes representatives from researchers including ECRs.</p> <p>Faculty based Executive Committees include research representation via Faculty Heads of RKE.</p> <p>Research and academic staff feature regularly on policy and practice steering groups and committees, including:</p> <ul style="list-style-type: none"> <li>• Student Evaluation Strategy Committee</li> <li>• Employee Engagement Steering Group</li> <li>• Diversity and Equal Opportunities Committee</li> <li>• Faculty 'People' Groups</li> </ul> <p>All research staff have an opportunity to feed into policy and practice annually, most formally through the University's staff and professional services surveys.</p>

<p>3.14 Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.</p>	<p>The University has a <i>Guide to Mentoring</i> for all staff, which can be found at: <a href="http://www.mmu.ac.uk/humanresources/policy/general.php">http://www.mmu.ac.uk/humanresources/policy/general.php</a></p> <p>and additional guidance for academic staff providing mentoring support through the academic career scheme <a href="http://www2.mmu.ac.uk/humanresources/a-z/guidance-procedures-handbooks/guidance-on-being-a-mentor-for-the-academic-career-scheme/">http://www2.mmu.ac.uk/humanresources/a-z/guidance-procedures-handbooks/guidance-on-being-a-mentor-for-the-academic-career-scheme/</a></p> <p>The University has a successful coaching and mentoring network and mentoring schemes have been rolled out across faculties.</p> <p>Mentoring arrangements are part of the HEA national framework.</p> <p>Peer Support for Teaching is organized through MMU's Centre for Embedding Excellence in Learning and Teaching: <a href="http://www.celt.mmu.ac.uk/peer_support/Policy_Statement_Peer_Support_for_Teaching_Scheme_final_version.pdf">http://www.celt.mmu.ac.uk/peer_support/Policy_Statement_Peer_Support_for_Teaching_Scheme_final_version.pdf</a></p>
--	---

Progress on actions – 2015-2017			
C. SUPPORT AND CAREER DEVELOPMENT			
PRINCIPLE 3. Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment			
PRINCIPLE 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career			
Action	Progress	Comments	Action in 2017-2019 (if relevant)
<i>Development of a work-shadowing programme for ECRs.</i>	<i>Complete</i>	<p>Work shadowing scheme trialled with RKE Future Leaders with a view towards further embedding in the future plans.</p> <p>Also a series of positive actions associated with ECRs embedded into the new University Research and Knowledge Exchange Strategy including new ECR focused fellowship schemes, an annual ECR prize and various mentoring programmes.</p>	
<i>Develop a research programme that provides transferable skills training in research and entrepreneurship as well as career development advice</i>	<i>Action carried forward</i>	<p>This action was put on hold with the arrival of the new Pro-Vice Chancellor (PVC) for Research and Director of Research and KE. This piece of work will be picked up by the new Researcher Development &amp; Training Manager when they take up post.</p>	<b>C2, C3, C4</b>

<b><i>Career stories of more senior research staff to be utilised on the Career Pathways web page as a career development resource</i></b>	<b><i>Not completed.</i></b>	The decision was taken, given the introduction of the new Research and KE strategy, which sets out a new approach to career pathways, not to continue with the career pathways web page.	
<b><i>Conduct CROS.</i></b>	<b><i>Not completed</i></b>	The decision was taken at the institutional level that as a University-wide Staff Survey was being conducted in the same period that it was not appropriate to carry out further surveys.	
<b><i>Career stories of more senior research staff to be utilised on the Career Pathways web page as a career development resource</i></b>	<b><i>Not completed</i></b>	The decision was taken, given the introduction of the new Research and KE strategy, which sets out a new approach to career pathways, not to continue with the career pathways web page.	
<b><i>Development of RKE induction podcast</i></b>	<b><i>Action refocused and complete</i></b>	RKE presence is now included in the University's "Your MMU" induction event which runs twice a year.  RKE workshops with all new starters within 3 months of appointment in relation to research information systems.	
<b><i>Develop a strategy for nurturing ECRs post REF 2014</i></b>	<b><i>Complete</i></b>	The University's new Research and Knowledge Exchange Strategy (2017) includes actions associated with Early Career Researchers. Our aspiration is for the University to provide a great environment to develop your research career and associated support includes an early career researcher fellowship scheme, international fellowships and a PVC RKE ECR of the year award.	
<b><i>Develop promotion workshops to help aspiring future senior Researchers prepare for interview and assessment during the annual calls for progression</i></b>	<b><i>Complete</i></b>	Workshops are run as part of the annual promotion exercises.	
<b><i>Research staff to be encouraged and enabled to attend committees. This links to an Athena SWAN Action to review processes for committee membership and promote access e.g. by self-nomination, shadowing deputies)</i></b>	<b><i>Complete</i></b>	University Research Committees now include a broader representative of researchers as specified in terms of reference including an ECR representative and a Postgraduate research student.	

<b>Expand membership of the Implementation Group to include a 'diagonal slice' of research staff from across the University, from Contract Researcher to Professor, and at least one representative from an Athena SWAN self-assessment team.</b>	<b>Complete</b>	<p>A new committee structure was introduced by the new Pro Vice-Chancellor for Research in 2016. Research committees have the appropriate membership.</p> <p>Membership of the Steering Group to include at least one researcher representative from a faculty Athena SWAN Self Assessment Team Completed.</p>	
<b>Provide Coaching and Mentor training</b>	<b>Action carried forward</b>	<p>Coaching and mentoring training delivered to Professors mentoring participants on Future RKE Leaders programme and those involved in Early Career Research mentoring initiative mentioned above.</p> <p>An audit of professors yet to receive training will be conducted by the interim L&amp;D Manager and training arranged.</p>	<b>C9</b>
<b>Develop research mentoring schemes institutionally targeted at groups such as mid-career researchers, women researchers and other groups</b>	<b>Action carried forward</b>	<p>Early career researcher mentoring is a scheme that has been adopted by our largest faculty Arts and Humanities and for departments in two other faculties with a view to rolling this out more widely. All research staff are offered a mentor to meet with on a termly basis to support their development as a researcher and to raise the quality of research across the organisation. All mentors are experienced research active staff and professors and the scheme is outside of line management with the focus being on development and support. All staff are invited to a briefing session on the roles and commitments involved from both parties and the expectations from the scheme and then mentee can decide if they want to opt into being mentored to support the delivery of their 5 year plan.</p>	<b>C9</b>

<b>Action Plan – 2017-2019</b>					
<b>C. SUPPORT AND CAREER DEVELOPMENT</b>					
<b>PRINCIPLE 3. Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment</b>					
<b>ACTION NUMBER</b>	<b>ISSUE ADDRESSED</b>	<b>ACTION</b>	<b>SUCCESS CRITERIA</b>	<b>RESPONSIBLE FOR ACTION</b>	<b>TIMESCALE</b>
C1	Support	Analyse the results of our 2017 Professional Services Survey to identify and act on improvements that can be made to ensure that researchers feel equipped and supported.	Data analysed.  Actions implemented.  Improvement in rating of RKE provision in the 2018 Professional Services Survey	Director RKE	January 2018 for review  October 2018 for results of the next survey.
C2	Equipped and supported	Appoint new Research Development and Training Manager post.	Research Development and Training Manager appointed	Director RKE	March 2018
C3	Equipped and supported – RKE provision	Research Development and Training Manager to review existing RKE training and career development provision and establish a new programme of support and career development of researchers.	Review complete.  RKE training programme established.	Researcher Development and Training Manager	September 2018
C4	A great place to start your career - research students	Enhancing the support that is provided for PGR employment outcomes: to develop and roll out enhanced tailored PGR employability provision (central and faculty-specific) and to build up a career destinations and pathways data set for PGRs.	Development and roll out of enhanced provision	Head of the Graduate School and Director of Careers and Employability	September 2018
C5	A global research environment	Establishment and implementation of internal funding schemes which will support international working (International Visiting Researcher Scheme, International Network Fund, Research(er) Development Fellowships)	Schemes established.  Quality and volume of applications.	Director RKE	April 2018

C6/E5	Return to research	Establishment and implementation of Return to Research Fellowship	Fellowship created. Tracking of Fellows indicates positive impact	Assistant Director of HR/Director of RKE	January 2019
C7	A flexible research environment	Establishment and implementation of research re-orientation fellowship	Scheme established. Quality and volume of applications.	Director RKE	January 2019
C8	Equipped and supported	Establishment and implementation of internal funding schemes which will support cross-sectoral working (Business Engagement Funds, Research(er) Development Fellowships)	Scheme established. Quality and volume of applications.	Director RKE	April 2018
PRINCIPLE 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career					
C9	Career development	Establish mentoring schemes to provide talented individuals with the opportunity to engage in high-quality research regardless of what stage they are at in their research careers.	All Schemes established Positive feedback from researchers Improved satisfaction scores for research staff in next Staff Survey (2019)	Researcher Development and Training Manager/L&D Manager	September 2019
C10	A great place to develop your research career	Implementation of measures within UC-RKEs to create an environment that allows ECRs and postgraduates to develop a research-based career.	Strategies and structures of UC-RKEs embed ECRs and postgraduate researchers.	Heads of UC-RKE	October 2018
C11	A great place to develop your research career	Establishment and implementation of internal funding schemes which support researchers to develop an independent research career (Research(er) Development Fellowships, Research Accelerator Grant)	Schemes established. Quality and volume of applications.	Director RKE	April 2018
C12	Probation and Induction	All new academic/research staff to be supported through the Academic Probation scheme.	All new staff provided with a mentor. Access to appropriate CPD/staff development provided	Heads of Department/ Heads of UC-RKE	Ongoing

<b>D: RESEARCHERS' RESPONSIBILITIES</b>	
<b>Principle 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development and lifelong learning.</b>	
<b>Clause</b>	<b>Evidence for current compliance</b>
5.1 Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.	<p>The RKE Strategy is clear about why the University engages in research and the expectations of our researchers. University Centres for Research and Knowledge Exchange (UC-RKEs) are being established to act as the home of intellectual endeavour at the University. The Centres have clear governance structures and an expectation that they will develop an environment that can support independent, honest and critical thought.</p> <p>Role profiles outline the responsibilities and expectations of research staff. These are available on the University's website.</p>
5.2 Researchers should develop their ability to transfer and exploit knowledge where appropriate and facilitate its use in policy making and the commercialisation of research for the benefit of their employing organisation, as well as the wider society and economy as a whole.	<p>There is lots of support available at the University for knowledge exchange and impact.</p> <p>The central RKE team includes 3 x impact and engagement managers and a business engagement team who are responsible for working alongside faculty research centres to provide guidance and advice in relation to impact. The impact strategy is to help researchers a) design impact b) deliver impact c) capture impact d) communicate impact and e) embed impact and there is support and resources available for all of these elements including an impact toolkit, training workshops and funding to accelerate impact. The University also supports policy-related through MetroPolis, the University's research-led think tank.</p> <p>The University also has a Commercialisation Committee and support for the development of IP and commercialisation activities including funding and resources.</p> <p>Faculty-based Business Development Managers also offer support to develop income streams from research.</p> <p>The University is also home to Innospace, an incubator for start-up businesses which is an available resource for researchers.</p>
5.3 Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner and to contribute to the wider body of knowledge.	<p>The PVC RKE is clear that all research and knowledge exchange activities have to be consistent with our ethical standards which are set out in the University's Academic Ethical Framework. To support these aims we have established a new University Research Ethics and Governance Committee and corresponding faculty-based committees.</p> <p>We have established new central roles to support the research ethics and governance agenda and are rolling out a new University-wide online ethics system called EthOS. Online research integrity training is available for all researchers and PGR students</p>

<p>5.4 Researchers should also be aware that the skills and achievements required to move on from a research position may not be the same as the skills and achievements which they displayed to reach that position.</p>	<p>An independent audit has confirmed that we are compliant with the Concordat for Research Integrity. Role profiles, job descriptions and person specifications make this clear.</p>
<p>5.5 Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out opportunities for learning and development in order to further that career and take personal responsibility for their choices. Research managers and employers also have a responsibility to provide honest advice and appropriate structures, and to equip researchers with the tools to manage their own careers. Research managers should encourage research staff under their supervision to attend appropriate training and career development courses and events.</p>	<p>The University's PDR Scheme adopts this ethos to career development for all staff. Details can be found on the University's website at:  <a href="http://www.mmu.ac.uk/humanresources/policy/general.php">http://www.mmu.ac.uk/humanresources/policy/general.php</a></p> <p>All researchers are signed up to Research Professional using key words that "push out" relevant career development opportunities and funding alerts to staff.</p> <p>Research managers are provided with training (e.g. Future RKE Leaders), which includes consideration of their role in developing their teams.</p> <p>UC-RKE strategies include consideration of the training and development needs of researchers within the Centre and the way in which these should be supported by research managers.</p>
<p>5.6 Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate.</p>	<p>The mandatory PDR process facilitates career development discussions between research staff and their managers.</p> <p>PGRs complete mandatory training needs analysis with the support of their supervisory team annually and also discuss development needs and career goals as part of annual reviews. A PDP record is kept on the PGR Management system, Skills Forge.</p>

## Progress on actions – 2015-2017

### D. RESEARCHERS' RESPONSIBILITIES

PRINCIPLE 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning

Action	Progress	Comments	Action in 2017-2019 (if relevant)
<i>Development of a work-shadowing programme for ECRs.</i>	<b>Complete</b>	<p>Work shadowing scheme trialled with RKE Future Leaders with a view towards further embedding in the future plans.</p> <p>Also a series of positive actions associated with ECRs embedded into the new University Research and Knowledge Exchange Strategy including new ECR focused fellowship schemes, an annual ECR prize and various mentoring programmes.</p>	
<i>Research staff to be encouraged and enabled to attend committees. This links to an Athena SWAN Action to review processes for committee membership and promote access e.g. by self-nomination, shadowing deputies)</i>	<b>Complete</b>	<p>University Research Committees now include a broader representative of researchers as specified in terms of reference including an ECR representative and a Postgraduate research student.</p>	
<i>Evaluation and review of Framework to Support Academic Practice and Excellence</i>	<b>Complete</b>	<p>The Framework has been reviewed and further improvements made to the academic probation to ensure new staff are properly supported on joining the University and regular reviews carried out.</p>	

## Action Plan – 2017-2019

### D. RESEARCHERS' RESPONSIBILITIES

PRINCIPLE 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning

<b>ACTION NUMBER</b>	<b>ISSUE ADDRESSED</b>	<b>ACTION</b>	<b>SUCCESS CRITERIA</b>	<b>RESPONSIBLE FOR ACTION</b>	<b>TIMESCALE</b>
D1	Pro-active engagement	New staff engage with self-reflection on progress on first 12 months, including reflection on mentoring and support as part of Academic probation.	Review of academic probation scheme (to be conducted 2018) indicates high engagement with the process.	New Research staff  Advisory Team Manager	Ongoing  September 2018
D2	Research Development Plans	All researchers complete a research development plan as part of their annual review process	High completion rate Research staff take action as set out in plan	All research staff	Ongoing

<b>E: DIVERSITY AND EQUALITY</b>	
<b>Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.</b>	
<b>Clause</b>	<b>Evidence for current compliance</b>
<p>6.1 The UK legislative framework outlaws discrimination on the basis of age, disability, sex, sexual orientation, race or religion. It also requires public bodies to take positive steps to promote equality, based on evidence and priorities, and to develop specific schemes and action plans related to gender, race and disability to address specific issues of underrepresentation or lack of progression.</p>	<p>The University has a Diversity and Equal Opportunities Committee which is chaired by the Deputy Vice Chancellor. This is supported by equality Fora consulting with staff on employment and career development issues: <a href="http://www.mmu.ac.uk/humanresources/equalities/">http://www.mmu.ac.uk/humanresources/equalities/</a></p> <p>All the University's policies and procedures are subject to an equality impact assessment. Details including the process and tools can be found at: <a href="http://www.mmu.ac.uk/humanresources/equalities/eiat/">http://www.mmu.ac.uk/humanresources/equalities/eiat/</a></p> <p>The Equality &amp; Diversity Strategy and associated objectives 2017 – 21 is currently underway.</p> <p>There is mandatory equality and diversity e-learning for all staff. There is also an additional mandatory module for all managers. Both of these modules are assessed and must be re-taken until the course is passed. Reports are produced biannually to ensure new staff have taken and passed the course.</p> <p>There are E&amp;D Strategy Objectives and an Athena SWAN action plan in place to address issues of imbalance, especially in relation to gender in senior Research positions.</p>
<p>6.2 As is the case for society as a whole, UK research will benefit from increasing equality and diversity in the recruitment and retention of researchers. The Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds.</p>	<p>This legal requirement is policy at the University.</p> <p>All staff who sit on interview panels are required to attend recruitment and selection training. The Recruitment and Selection and Charing Skills sessions include information on equal opportunities legislation and assumptions and behaviour are challenged with a number of case studies.</p> <p>The recruitment and retention of staff in respect to protected characteristics is incorporated into E&amp;D Strategy Objectives including EIA of Recruitment Policy.</p> <p>An EIA of Recruitment toolkit was completed in July 2015.</p> <p>Recruiting managers are supported by the Resourcing team to consider different approaches to recruitment in order to attract a diverse pool of candidates.</p>

<p>6.3 It should be emphasised that the demanding nature of research careers has a disproportionate effect on certain groups. We strongly recommend that all members of the UK research community actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.</p>	<p>The Diversity and Equal Opportunities Committee, the Athena SWAN Board and SATs, and the Equality Fora consider the indirect obstacles. Actions identified through these groups and through wider consultation with staff have resulted in actions included in the University's Equality and Diversity Strategy Implementation, and Athena SWAN action plans.</p>
<p>6.4 Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements. Employers should recognise that for parents and others who have taken career breaks, including parental leave, have worked part-time, or have taken atypical routes into research, the "early career" period may be prolonged, and this may be a time where the risk of attrition from the research path is most acute. Working conditions should allow both female and male researchers to combine family and work, children and career.</p>	<p>The University is committed to upholding the principles laid out in the Athena SWAN Charter. MMU attained the Athena SWAN Bronze Award in April 2013.</p> <p>Furthermore, the University's Code of Practice for research sets out our approach to ensuring that principles of transparency and fairness run throughout the heart of our research approach.</p> <p>The University's policies include emphasis on consideration of individual circumstances in order to allow staff to combine work, children, and career.</p>
<p>6.5 It is important for employers to respond flexibly to requests for changed work patterns and to resist instant refusals on the assumption that, because research has always been carried out in a particular way, it cannot be done differently.</p>	<p>The University has guidance in place to support staff making requests for and to support managers in handling flexible working. Details can be found at: <a href="http://www.mmu.ac.uk/humanresources/policy/general.php">http://www.mmu.ac.uk/humanresources/policy/general.php</a></p>
<p>6.6 Funders should continue to ensure that their funding mechanisms and policies are adapted to changing diversity and equality legislation and</p>	<p>When recruiting to research projects, managers need to speak with HR representatives regarding the HR implications of the research roles they recruit. This includes the fixed term nature of roles and related issues.</p>

<p>guidance, for example in their provision of additional funding and duration of grant to cover paternity and adoptive leave as well as maternity leave.</p>	
<p>6.7 Employers should aim for a representative balance of gender, disability, ethnicity and age at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of a transparent equal opportunity policy at recruitment and at all subsequent career stages. Diversity should be reflected on selection and evaluation committees. What is 'representative' will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments, from a particular group to any given level should reflect the percentage in the available pool at the level immediately below.</p>	<p>The University is committed to creating a diverse environment where everybody is treated with dignity, fairness and respect. Applications for all jobs are welcomed from all potential candidates and this is made clear on every advert for vacancies.</p> <p>As stated above, all staff who sit on interview panels are required to attend recruitment and selection training.</p> <p>As part of the Athena SWAN work, recruitment panels now have a mix of genders.</p> <p>The Individual Circumstances process as part of the REF 2014 exercise was well received as good practice. Such considerations are taken into account in the professoriate progression process by the Deputy Vice Chancellor's Office.</p>
<p>6.8 Account should also be taken of the personal circumstances of groups of researchers. Examples would include researchers who have responsibility for young children or adult dependants, researchers for whom English is not a first language, older or younger researchers, or researchers with disabilities and long-term health issues. Employers and funders should change policies or practices that directly or indirectly disadvantage such groups</p>	<p>It is University policy to make reasonable adjustments for specific needs in training courses.</p> <p>University policies and practices are adapted as necessary to meet individual requirements of members of staff – monitored by the Diversity and Equal Opportunities Committee.</p>
<p>6.9 All managers of research should ensure that measures exist at every institution through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties.</p>	<p>A Dignity at Work policy is in place. Other mechanisms to support this policy a counselling service and a Tackling Discriminatory Behaviour Guide. Details can be found at: <a href="http://www.mmu.ac.uk/humanresources/equalities/harassment/">http://www.mmu.ac.uk/humanresources/equalities/harassment/</a></p> <p>Monitoring of cases is conducted by the HR department. So far there are no correlations between number of cases and any protected characteristic.</p>

6.10 Employers should also consider participation in schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers	The University has been an active member of the Athena SWAN charter since 2013 and will be submitting for re-accreditation under the expanded Athena SWAN Charter in November 2017. Athena SWAN SATs have now been established in 11 academic departments.
---	--

<b>Progress on actions – 2015-2017</b>			
E. EQUALITY AND DIVERSITY			
PRINCIPLE 6: Equality and Diversity must be promoted in all aspects of the recruitment and career management of researchers			
<b>Action</b>	<b>Progress</b>	<b>Comments</b>	<b>Action in 2017-2019 (if relevant)</b>
<i>Evaluation of the KIT arrangements and introduction of monitoring of KIT</i>	<b>Complete</b>	The evaluation showed that there was inconsistent practice regarding KIT arrangements and that further work was needed, including support for managers, to ensure KITs were taking place.	E6
<i>The Institutional Athena SWAN submission and action plan explicitly address clause 6.3</i>	<b>Complete</b>	Issues that indirectly affect the recruitment and career development of researchers are addressed through the University's Equality and Diversity Strategy and Implementation Plan and the Athena SWAN Action Plan	

<b>Action Plan – 2017-2019</b>					
E: EQUALITY AND DIVERSITY					
PRINCIPLE 6: Equality and Diversity must be promoted in all aspects of the recruitment and career management of researchers					
<b>ACTION NUMBER</b>	<b>ISSUE ADDRESSED</b>	<b>ACTION</b>	<b>SUCCESS CRITERIA</b>	<b>RESPONSIBLE FOR ACTION</b>	<b>TIMESCALE</b>
E1		Audit recruitment panel composition to ensure that there is gender balance on recruitment and selection panels (AS)	Completed audit. All panels have gender balance.	Head of Talent and Resourcing	June 2018
E2		Incorporation of Unconscious Bias materials into existing training for recruiting managers. (AS)	All new recruiting managers trained in 2017 and all existing recruiting managers trained in 2018	Equality and Diversity manager/L&D Manager	September 2018
E3		Deliver 3 ‘Progression to Professor’ workshop for women each year to coincide with Professoriate Committee awareness campaign (AS)	Increase of +10% of women applying and successful.	Equality and Diversity Specialist	November annually
E4		Review recruitment materials to ensure that language in materials is gender balanced.(AS)	Audit of materials and website completed. +10% increase in number of women/men applying for vacancies where they are under-represented	Head of talent and Resourcing	April 2018
E5/C6	Return to research	Establish Return to Research Fellowship	Fellowship created.  Tracking of Fellows indicates positive impact	Assistant Director of HR/Director of RKE	April 2018
E6	Return to research	Pilot maternity coaching	Participants report an enhanced experience.	Assistant Director of HR/Equality and Diversity Manager	April 2018

**F: Implementation and Review**  
**Principle 7: The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.**

<b>Clause</b>	<b>Evidence for current compliance</b>
<p>7.1 The implementation of the Concordat's principles will lead to greater integration of researchers into the mainstream management and career development structures of their employing organisations. The aim of this section is to promote implementation through a collective commitment to reviewing its progress.</p>	<p>The University has embedded the implementation of the Concordat's principles into the terms of reference of its Research and Knowledge Exchange Committee.</p> <p>This means that compliance is overseen by:</p> <ul style="list-style-type: none"> <li>- The PVC RKE</li> <li>- Faculty Heads of RKE (x6)</li> <li>- A Faculty PVC representative</li> <li>- ECR representative</li> <li>- PGR representative</li> <li>- Management Services representative</li> <li>- Head of Graduate School</li> <li>- Director RKE</li> </ul>
<p>7.2 The signatories agree:</p> <p>a. to constitute a steering group under an independent chair to oversee the implementation and review of the Concordat with appropriate representation of the funders and sector bodies including the Professional Institutions. This group will inform the UK Research Base Funders' Forum of progress.</p> <p>b. to procure an independent benchmarking study to assess the state of the sector at the launch of this Concordat.</p> <p>c. to contribute an appropriate share of the costs of supporting implementation and review, including the benchmarking report.</p> <p>d. to draw up an implementation plan for the Concordat, to ensure a coherent and sustained approach by organisations operating in the sector and the appropriate use of survey and monitoring tools such as the Careers in Research Online Survey (CROS).</p> <p>e. to undertake and publish a major review of the implementation of the Concordat after three years reporting to the signatories and taking account of progress against the benchmark report and the views of researchers and employers (both outside and within the HE sector).</p>	<p>The University has embedded the implementation of the Concordat's principles into the terms of reference of its Research and Knowledge Exchange Committee.</p> <p>This means that compliance is overseen by:</p> <ul style="list-style-type: none"> <li>- The PVC RKE</li> <li>- Faculty Heads of RKE (x6)</li> <li>- A Faculty PVC representative</li> <li>- ECR representative</li> <li>- PGR representative</li> <li>- Management Services representative</li> <li>- Head of Graduate School</li> <li>- Director RKE</li> </ul>

<p>7.3 The signatory funders will ensure that their terms and conditions of, for example, project grants include the expectation that the Research Organisations that they fund will adopt the principles of the revised Concordat.</p>	<p>N/A</p>
<p>7.4 The signatories recognise the value of innovation in practices and of sharing practice between institutions and aim to promote these throughout the implementation and review process. The funding signatories will consider aligning their support for transferable and career development skills. It is expected that Vitae, the national programme dedicated to realising the potential of researchers, funded by the Research Councils, will play a major role in innovating, sharing practice and enhancing the capability of the sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders.</p>	<p>The University is increasingly sharing practice in this area with other Universities, including through attendance and involvement in Vitae events.</p>
<p>7.5 Under public sector equality schemes, employers are required to monitor equality and diversity indicators for their researchers. This section focuses on the co-ordination and enhancement of existing information collection and not on the creation of additional data. There is a strong presumption that in implementing the Concordat, significant emphasis will be placed on the use of existing data and information sources<sup>3</sup> and on the sharing of good practice between institutions and to provide evidence of its impact.</p>	<p>Equality impact assessments (EIA) are carried out systematically in relation to research and its applications.</p>

<b>Progress on actions – 2015-2017</b>			
F. IMPLEMENTATION AND REVIEW			
PRINCIPLE 7: The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK			
Action	Progress	Comments	Action in 2017-2019 (if relevant)
<i>Review and refresh of action plan</i>	<i>Complete</i>	This action is reviewed annually and refreshed accordingly.	F1

<b>Action Plan – 2017-2019</b>					
F. IMPLEMENTATION AND REVIEW					
PRINCIPLE 7: The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK					
ACTION NUMBER	ISSUE ADDRESSED	ACTION	SUCCESS CRITERIA	RESPONSIBLE FOR ACTION	TIMESCALE
F1		Annual review of progress	Approval of updated action plan and progress report	Implementation Group	November 2018



HR EXCELLENCE IN RESEARCH

A UK-wide process, incorporating the QAA UK Quality Code for Higher Education, Chapter B11: Research Degrees and the Concordat to Support the Career Development of Researchers, enables institutions to gain the European Commission’s HR Excellence in Research Award, acknowledging alignment with the principles of the European Charter for Researchers and Code of Conduct for their Recruitment