

Staff Development Annual Report 2010-11



Manchester
Metropolitan
University



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Welcome to the annual Staff Development Report

This report gives an overview of the University's staff development activities and achievements during the 2010-11 academic year.

HR Director

During the last academic year a great deal of work went on to ensure that members of staff were supported in their development and received the training to ensure we can meet the challenges facing us. This was confirmed by the 2010 staff survey results where 71% of those who responded said they have the training they need to enable them to do their job well.

Going into 2012 we need to focus on providing an excellent experience to our students and improving the way we operate, whatever our role. The staff development and training community across MMU will be working with managers and staff to ensure that we continue to provide training and development support that helps teams and individuals perform and achieve at the highest levels.

Gill Hemus

Director of Human Resources



Head of Organisation Development, Training and Diversity

The staff survey results showed that MMU has a strong culture of staff development and we received some very positive results. 76% of respondents said they are able to access learning and development activities and 73% said they had taken part in some type of training, learning or development paid for by MMU in the last 12 months. PDR is now embedded in most areas and many staff (65%) responded to say that it was a helpful process.

Looking forward, the 2011/12 academic year will see a number of developments come to fruition. The MMU Change Academy will be launched in December 2011 and will provide support, ideas, tools and resources to all those who want to transform and improve in their area of responsibility. The first cohort will start the new Academic Leadership programme and the first stage of the University Digital Literacy strategy will be delivered by a collaborative approach involving colleagues from ITS/PMI, CeLT, LRS and Libraries. The initial phase will focus on supporting academic staff to increase their digital literacy across a range of areas.

Staff development and organisational development have a very important role to play in our future success and I and all my colleagues involved in delivering staff development and training are committed to providing a high quality and responsive service to the MMU community.

Josie Elson

Head of Organisation Development, Training and Diversity



Staff engagement

Staff Survey

In October 2010 the University carried out its first staff survey. We achieved a response rate of 58.4% which compares favourably to the sector average of 56%. Overall we achieved a good set of results, especially for a first survey and given that it was conducted during a period of great uncertainty for the HE sector.

The results show that overall staff are positive about working at the University.

89% say generally they enjoy their work

82% said they are willing to go the extra mile for the university

76% say it is a good place to work.

Work has been ongoing since the results were published to address the key issues identified which were change management, communication and workload and bureaucracy.

Communication

The results of the staff survey highlighted that most staff thought that there weren't enough opportunities for two way communication with the senior management of the University and it was difficult to get their ideas and suggestions heard.

Throughout 2011 the senior management team have engaged in a range of activities through which they have gained a greater sense of the issues that concern members of staff at MMU. The activities have included back to the shop floor and walkabout sessions where senior managers carried out the roles of junior staff. Andy Jones, Dean of the Institute of Education had this to say about his recent back to the shop floor session working with the Didsbury campus facilities team *"It was an excellent experience and a number of issues arose which I have followed up with the services manager. It gave me invaluable insights into the 'behind the scenes' critical work which occurs every day to keep the campus and its facilities running smoothly. The work was often dirty, physically demanding and heavy and I was impressed by the positive, good humoured attitude of the staff as they go about these varied and often difficult duties"*.

A number of 'Coffee and Conversation' events were held at café venues across the university sites. The events provided an opportunity for colleagues to drop in for a informal chat with members of the senior management team over coffee. Those who attended were able to ask questions, talk about the

work that they did, get to know the senior team better or generally just have a good chat! The feedback from people who attended these sessions and from the senior managers who hosted the sessions was very positive. We will run more 'Coffee and Conversation' sessions in 2012.

Senior managers also now attend the University induction days for new staff so that they can chat informally to them.

A manager's guide to running effective team meetings has now been developed and is available via the intranet. We are also working on a series of internal communication channels to improve opportunities for staff to provide feedback that will be launched next session.

www.mmu.ac.uk/humanresources/devandtrain/resources/guide-to-team-briefings-for-managers-2009.pdf.

Workload

By running follow up focus groups we were better able to understand what was behind the responses regarding workload and bureaucracy, particularly from academic staff.

The focus groups provided a better understanding of the issues, some of which are related to resistance to the centralization of administrative functions but others were in relation to systems and processes. A number of improvements have been made which will help reduce bureaucracy and the perceived causes of stress, for example the work on coursework receiving



Bureaucracy

Through the annual PDR cycle work shadowing has been promoted as a way of improving communication across university departments, faculties and sites and encouraging continuous improvement. Work shadowing provides an opportunity for the host to share good practice and allows the individual to view processes they are involved in from a different angle. From this we will encourage feedback on how improvements can be made to help link areas of work more effectively. A **Guide on job shadowing** has been produced to support managers in the creation and delivery of work shadowing opportunities www.mmu.ac.uk/humanresources/policy/pdf/job-shadowing-guidelines.pdf.

Working Together to Improve Outcomes

This event was piloted in the faculty of Art & Design as part of a faculty RED (development) day. The sessions help to explore how different teams can work together better. Mixed groups of academic, administrative and technical staff discussed the student experience/journey which they all contribute to, in order to:

- Develop a shared understanding of goals and required outcomes
- Develop a shared understanding of where each team has input to the student journey and what each team is responsible for
- Identify what is working well and where there are areas for improvement
- Identify actions that will be taken forward to improve relationships and contribute to an excellent student experience

The groups discussed “what the best day and worst day” in terms of the student experience are for their allocated stages of the journey. Each group then identified:

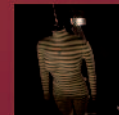
- What works well
- What needs to improve
- What actions need to be taken to address these issues

The sessions in Art and Design resulted in a number of actions that have been taken forward and the approach will be a feature of future faculty Red Days. ODTD will be rolling this event out across the University during 2011/12.

Please share me with your colleagues



Mind, Body & Spirit Week



festival of events

16th to 21st May 2011

Mind, Body, Spirit week

Mind Body & Spirit week 2011 saw over 500 staff take part in a wide range of events from learning bowling to hand and arm massage. Each year the programme brings back old favourites as well as a wide range of new events and for 2011 we had a record breaking 25 new events across all sites.

Mind Body and Spirit week is held during national Learning at Work week. The annual MMU staff development award ceremony also take place during this campaign. The ceremony recognises members of staff who have achieved nationally recognised qualifications. The MMU “Learner of the Year” award was introduced this year, the first ever winner was Martin Dexter a technician in Art & Design. Through his ILM Diploma projects Martin set up the Holden café gallery space for students and staff to use. Martin is also responsible for the Acoustic Lounge sessions which have brought regular live music sessions to both student and staff over the last twelve months.

Mind Body & Spirit week is made possible by staff and local businesses who each year volunteer their time and expertise. The aim of the programme is to encourage people to learn something new, promote health and wellbeing and raise awareness of diversity and equal opportunities. We are always looking for people to get involved and run session so if you feel you would like to be part of delivering this programme contact Alison Laithwaite on a.laithwaite@mmu.ac.uk

Support to organisation and structure change

The ODTD team continues to support areas undergoing restructures, providing training and coaching for staff within RED and those affected by the closure of the North West Universities' Association in early 2011. To support the change from House Services to Facilities, the ODTD team developed a managers' launch event and followed this up with a management development programme and facilitated sessions for local Facilities teams.



Management and leadership development

The first phase of a management development programme for senior managers within ITS took place during 2010/11. The second phase to be delivered in 2011/2 will focus on the "Making a Difference" or MAD moments we all should be having. Managers had a conference on 2nd December 2011 to celebrate their and their teams' MAD moments from the last 12 months, and to look at what projects they want to work on for the forthcoming 12 months. Manager will be supported by a range of workshops in areas of leadership and management development that will support all this MAD activity.

When asked how the day had gone, Mo Din, Head of Information & Communication Technology Services said he was *"excited about developing a culture around staff having 'MAD' moments and the impact that would have on improving student experience"*.

Development Award

Managers who complete all of the management essential programmes can now gain internal recognition by being awarded with an ILM Development Award. During 2011, 12 managers gained the Award with a further 8 managers well on the way to completion.

Nicholas Manning, Technical Team Leader said *"the management essential programme provides the ingredients that instil confidence"*.

High Performing teams

Work has taken place with Smithfield Performance using their ASTA 9 team diagnostic. So far the Security team have used this to reflect on team strengths and areas for development within the supervisory team and are looking at rolling this out to all the security teams. IT Services are also looking at using this diagnostic, starting with the executive team and cascading down. Also candidates on the ILM Leadership Award also had the opportunity to use this with their teams to get some data on how successful the team felt they were and also where the team need to focus in the future to be a truly high performing team.

Transformation and Improvement

Continuous Improvement project

ODTD secured Leadership Foundation for Higher Education funding to complete a project on continuous improvement. As part of the project, Kate Rowland and Jackie Bailey worked with Finance and Recruitment & Admissions on continuous improvement projects. This saw the team facilitating creative thinking workshops, helping the teams to manage implementation and reviewing the outcomes of the improvement. An outcome of the project was a Continuous Improvement Toolkit which is available to all staff at MMU and will also be made available to other Higher Education institutions.

Transforming for a New Future

A workshop session with the Directorate was held during the summer to determine the key messages, principles and commitments on how the University will approach and handle its transformation. Feedback from the workshop has been used to shape a new event 'Transforming for a Positive Future'. The event was piloted in November 2011.

90 minute sessions

As the University transforms and works towards new ways of working, the OD and Training team are also working on new approaches to developing people. This year has seen the launch of 90 minute sessions on a range of professional development topics including Resilience and Win Win conversations. The response to these sessions has been very positive and further sessions on different topics will be introduced during 2012.



Supporting students, graduates and student employability

Work Ready programme

Collaboration between colleagues in the Careers and Employability Service and ODTD has resulted in the development of an employability skills programme for students. Designed to equip undergraduates with workplace skills, the Work Ready programme sees elements from the University staff development programme being made available to the student community. The programme will also be a central element of the development support provided to MMU graduates employed through the new MMU Intern Scheme launched in October 2011.

Library Graduate Trainee Scheme

Working closely with Library Services, the ODTD team developed bespoke training for their cohorts of graduate trainees, to help them support service levels in their area. This saw sessions co-designed and delivered on service, managing conflict and presenting to audiences of service users.



Enterprise activity

Working with an MMU KTP associate, Paul Walsh has supported a Chamber of Commerce with close ties to MMU Cheshire, running sessions to help them in the development of their new membership portal.

Community engagement

MMU, as part of the Manchester Corridor has supported the new Works centre in Hulme. Josie Elson ran a number of sessions on becoming a better job candidate for unemployed job seekers. The sessions provided the job seekers with insights into what employers are really looking for, tips on how to complete application forms to get through short listing and advice on how to handle the interview situation.

The sector as a whole will experience great change and challenges in 2012/13. Staff development priorities have been identified to support the University in being able to rise to these challenges and ensure that all staff receive appropriate staff development.

The University staff development priorities for 2012/13 are:

Student experience and satisfaction

The focus of this priority is to first of all understand what student experience and satisfaction means to different teams and in different areas, and to organise appropriate staff development to support improvements. The staff development interventions will therefore look different between faculties, however as a guiding principle, student experience and satisfaction related staff development activities should be organised on a cross team and staff group basis to ensure a co-ordinated and shared approach is taken.

A Services to Students Task Group has been established and staff development needs identified in relation to improving the student experience through the provision of services will be taken forward by ODTD and other central training providers.

Transformation

The challenges facing the University require a cultural shift as well as changes to structures and organisation of work. Managers will need to ensure that their teams understand the behaviours and attitudes required in the future and support them to achieve.

ODTD will provide training on Transforming for a New Future to all managers as part of the management essentials suite of courses. A parallel course for individual members of staff is offered and managers are asked to ensure that this course is offered to those who might require support in dealing with changes or in developing the required attitudes and behaviour.

The newly created MMU Change Academy will provide support and resources to those involved in or looking to transform and improve areas of responsibility.

Digital literacy

A priority for 2012/13 is to ensure that academic staff have the necessary baseline technology skills in relation to IT. The digital literacy strategy sets out the approach that will be taken to ensuring that all staff have the necessary digital literacy capabilities. The first priority group is academic staff. A baseline standard for digital literacy for academic staff has been developed and staff development, which will take a number of forms will be provided to support the standard.

Leadership and Management

Effective leadership and management is of critical importance to ensuring increased efficiency and effectiveness. Supporting the development of leadership and management capability therefore remains a staff development priority. The focus for 2012/13 will be on developing leadership capability to support high levels of performance and engagement. It is recognised that academic staff have particular needs in relation to leadership and management and the first cohort of the new Academic Leadership programme will start in the Spring term 2012.

New discipline and capability procedures have been introduced which give new responsibilities to a wider group of managers. The management essentials courses will be revised and the training will in future be delivered as a series of separate modules dealing with the different aspects of the procedures: dealing with matters informally, investigating issues and conducting hearings.

IiP re-assessment

MMU achieved whole organisation IiP status in 2009. The University will be re-assessed in May 2012 under the new standard. The new standard allows organisations to focus on particular issues and we will use the process to review progress in the areas identified for development in the staff survey. The assessment process will involve individual and group interviews, a mini electronic survey and observation of staff development and engagement activities by the IiP assessors. We are confident that the range of effort put into people development since 2009 will put us in a strong position going into the assessment. The fact that we have a wide range of development activity and process to support development should enable us to go beyond the Standard.

MMU Change Academy

MMU has established an internal Change Academy whose purpose is to support those who are involved in transformational and improvement activities. The Change Academy will support the improvement of how we go about transforming the institution. The Change Academy will be launched at the 'Creating our Future Together' event in December 2011. The MMU Change Academy will be holding a 'Transformational' event on 19th December. The event will provide the opportunity for MMU staff and managers to:

- learn from internal and external change and transformation experts
- try out different approaches, tools and techniques
- develop networks with others involved in transformation efforts; and
- identify coaches and mentors to support them in taking forward projects and initiatives.

The Change Academy will:

- Offer a web based resource area with links to a range of resources, including; examples of good practice, training materials, tools and techniques
- Provide a directory of expert volunteers/change agents who are prepared to mentor, advise and support those who want to implement change.
- Create a Change Network where people involved in change projects and initiatives can share ideas and practice.
- Provide coaching conversations with 'change champions' for those working with change issues.
- Provide a loose structure for change agents to meet occasionally in an unstructured environment to exchange ideas, experiences and good practice and offer support

Keynote speaker: Damian Hughes, Liquid Thinker



Statistics on Recorded Centrally Delivered Training Course Attendances for September 2010 to August 2011

Number of individual staff attending recorded events	1552
Number of events run	336
Total number of attendances on events	2903
Number of staff attended Mandatory Training courses	663
Number of staff attended Management Essential courses	938
Number of staff attended Personal Development courses	945
Number of staff attended Leadership and Management Development courses	261
Number of staff attended Change Management courses	34
Number of staff attended Continuing Professional Development courses	35
Number of staff attended other training courses (<i>no information available</i>)	27

Number of attendances on training events by Central Training provider recorded centrally

Training Provider	Number of Instances of Training	Number of Staff
Centre for Academic Standards & Quality Enhancement	4	70
Centre for Learning & Teaching	5	9
Customer Services Unit	8	518
Health & Safety Unit	48	317
HR Operational Services	3	49
Organisation Development, Training and Diversity	194	1467
Research Enterprise Service	61	325
Reward and Planning	6	28
Student Services	2	6
Financial & Legal Services	5	83
No Information/External provider		31
Total	336	2903

Staff demographics of attendance at training as proportion of all University staff

Table 1

Staff Category	Staff Nos by staff category of total staff	% by staff category of total staff	Number of staff by staff category attending training	% of staff by staff category attending training
Academic Staff	1283	38.78%	431	33.59%
Academic Exec Staff	127	3.84%	63	49.61%
Support Staff	1852	55.99%	1036	56.00%
Support Staff Exec	37	1.12%	21	56.76%
External Groups	9	0.27%	1	11.11%
Total	3308*		1552	

Table 2

Gender	Staff Nos by gender of total staff	% by gender of total staff	Nos of staff by gender attending training	% of staff by gender attending training
Female	1806	54.59%	843	46.68%
Male	1502	45.41%	709	47.20%
Total	3308*		1552	

Table 3

Full-time / Part-time	Staff Nos by hours of work of total staff	% by hours of work of total staff	Nos of staff by hours of work attending training	% of staff by hours of work attending training
Full-time	2595	78.45%	1183	45.59%
Part-time	713	21.55%	369	51.75%
Total	3308*		1552	

Table 4

Age	Staff Nos by age of total staff	% by age of total staff	Nos of staff by age attending training	% of staff by age attending training
16 to 20	3	0.09%	1	33.33%
21 to 25	80	2.42%	32	40.00%
26 to 30	258	7.80%	140	54.26%
31 to 35	360	10.88%	174	48.33%
36 to 40	390	11.79%	183	46.92%
41 to 45	488	14.75%	225	46.11%
46 to 50	545	16.48%	267	48.99%
51 to 55	532	16.08%	257	48.31%
56 to 60	442	13.36%	189	42.76%
61 to 65	205	6.20%	82	40.00%
66 or older	5	0.15%	2	40.00%
Total	3308*		1552	

Table 5

Disability	Staff Nos by disability of total staff	% by disability of total staff	Nos of staff by disability attending training	% of staff by disability attending training
Declared Disabled	210	6.35%	103	49.05%
Not known to be Disabled	2999	90.66%	1403	46.78%
Refused or Not Known	99	2.99%	46	46.46%
Total	3308*		1552	

Table 6

Ethnicity Sub-categories	staff numbers by ethnicity of total staff	% by ethnicity of total staff	Nos of staff by ethnicity attending training	% of staff by ethnicity attending training
Asian or Asian British - Bangladeshi	10	0.30%	8	80.00%
Asian or Asian British - Indian	48	1.45%	24	50.00%
Asian or Asian British - Pakistani	31	0.94%	18	58.06%
Black or Black British - African	59	1.78%	36	61.02%
Black or Black British - Caribbean	55	1.66%	30	54.55%
Chinese	52	1.57%	22	42.31%
Mixed - White and Asian	17	0.51%	6	35.29%
Mixed - White and Black African	3	0.09%	2	66.67%
Mixed - White and Black Caribbean	9	0.27%	7	77.78%
Other Asian Background	36	1.09%	19	52.78%
Other Black Background	13	0.39%	9	69.23%
Other Ethnic Background	35	1.06%	15	42.86%
Other Mixed Background	11	0.33%	4	36.36%
Other White Background	175	5.29%	80	45.71%
White - British	2594	78.42%	1207	46.53%
White - Irish	85	2.57%	39	45.88%
Refused or Not Known	75	2.27%	26	34.67%
Total	3308*		1552	

* As recorded on Empower at 9/9/11

Staff attending training events by Faculty or Department

Faculty of Art and Design	76
Faculty of Health, Psychology and Social Care	62
Hollings Faculty	52
Faculty of Humanities, Law and Social Science	71
Institute of Education	58
MMU Business School	56
MMU Cheshire	45
Faculty of Science and Engineering	107
Services Group	8
Campus and Residential Services	369
Security Services	18
Environmental Sustainability	5
Facilities Business Administration	7
Information Technology Services (IT)	38
Learning & Research Technology	3
Library Services	61
Property Management Services	44
Central Student And Academic Services	69
Research, Enterprise Services	9
Student Services	28
SAS All Saints Central	20
SAS All Saints North	29
SAS All Saints South	33
SAS Didsbury & Gaskell	29
SAS MMU Cheshire	33
Technical Services (A&D/MMUCH)	45
Technical Services (Hollings/IOE/HPSC)	40
Technical Services (Science & Engineering)	44
Financial and Legal Services	31
Marketing, Communication & Development	15
Human Resources	43
North West Universities Association	1
Vice – Chancellor Office	3
Total	1552

Staff attendance on Mandatory Courses

Staff Category		Male Part-time	Male Full-time	Female Part-time	Female Full-time
290 Academic	23		9	3	11
291 Academic Exec	9		4		5
292 Support Staff	631	78	207	213	133
293 Support Staff Exec					
299 External Groups					
Sub-Total		78	220	216	149
Totals	663	298	365		

Declared Disabled	Not Known to be Disabled	Information Not Provided
4	19	
4	4	1
48	562	21
56	585	22
663		

Age	Number of Staff
16 to 20	2
21 to 25	11
26 to 30	53
31 to 35	74
36 to 40	69
41 to 45	95
46 to 50	104
51 to 55	113
56 to 60	90
61 to 65	52
66 or older	
Total	663

Ethnic Group	Number of Staff
Asian or Asian British - Bangladeshi	1
Asian or Asian British - Indian	8
Asian or Asian British - Pakistani	2
Black or Black British - African	32
Black or Black British - Caribbean	33
Chinese	7
Mixed - White and Asian	1
Mixed - White and Black African	
Mixed - White and Black Caribbean	3
Other Asian Background	21
Other Black Background	14
Other Ethnic Background	5
Other Mixed Background	2
Other White Background	22
White - British	479
White - Irish	26
Refused or Not Known	7
Total	663

Key to Mandatory/Management Essential courses is available at:

www.mmu.ac.uk/humanresources/devandtrain/docs/mandatory-training-booklet-march-2011-march-2012.pdf

Staff attendance on Management Essential Courses

Staff Category		Male Part-time	Male Full-time	Female Part-time	Female Full-time
290 Academic	331	13	139	36	143
291 Academic Exec	48		27	1	20
292 Support Staff	528	4	249	40	235
293 Support Staff Exec	31		21		10
299 External Groups					
Sub-Total		17	436	77	408
Totals	938	453	485		

Declared Disabled	Not Known to be Disabled	Information Not Provided
21	304	6
6	33	9
39	475	14
1	18	12
67	830	41
938		

Age	Number of Staff
16 to 20	
21 to 25	2
26 to 30	63
31 to 35	88
36 to 40	108
41 to 45	163
46 to 50	188
51 to 55	175
56 to 60	117
61 to 65	22
66 or older	1
Total	938

Ethnic Group	Number of Staff
Asian or Asian British - Bangladeshi	
Asian or Asian British - Indian	13
Asian or Asian British - Pakistani	9
Black or Black British - African	11
Black or Black British - Caribbean	10
Chinese	15
Mixed - White and Asian	1
Mixed - White and Black African	2
Mixed - White and Black Caribbean	8
Other Asian Background	6
Other Black Background	
Other Ethnic Background	11
Other Mixed Background	1
Other White Background	51
White - British	768
White - Irish	17
Refused or Not Known	15
Total	938

Key to Mandatory/Management Essential courses is available at:

www.mmu.ac.uk/humanresources/devandtrain/docs/mandatory-training-booklet-march-2011-march-2012.pdf

Staff attendance on Personal Development Courses

Staff Category		Male Part-time	Male Full-time	Female Part-time	Female Full-time
290 Academic	251	14	105	30	102
291 Academic Exec	44	3	23		18
292 Support Staff	643	19	250	56	318
293 Support Staff Exec	7		2		5
299 External Groups					
Sub-Total		36	380	86	443
Totals	945	416	529		

Declared Disabled	Not Known to be Disabled	Information Not Provided
8	236	7
4	38	2
40	587	16
	6	1
52	867	26
945		

Age	Number of Staff
16 to 20	
21 to 25	31
26 to 30	124
31 to 35	136
36 to 40	100
41 to 45	126
46 to 50	144
51 to 55	161
56 to 60	96
61 to 65	23
66 or older	4
Total	945

Ethnic Group	Number of Staff
Asian or Asian British - Bangladeshi	9
Asian or Asian British - Indian	14
Asian or Asian British - Pakistani	12
Black or Black British - African	8
Black or Black British - Caribbean	13
Chinese	16
Mixed - White and Asian	4
Mixed - White and Black African	1
Mixed - White and Black Caribbean	7
Other Asian Background	5
Other Black Background	
Other Ethnic Background	4
Other Mixed Background	7
Other White Background	59
White - British	752
White - Irish	17
Refused or Not Known	17
Total	945

Staff attendance on Leadership and Management Development Courses

Staff Category		Male Part-time	Male Full-time	Female Part-time	Female Full-time
290 Academic	44		9	2	33
291 Academic Exec	4		3		1
292 Support Staff	203	1	80	26	96
293 Support Staff Exec	9		5		4
299 External Groups	1				1
Sub-Total		1	97	28	135
Totals	261	98	163		

Declared Disabled	Not Known to be Disabled	Information Not Provided
1	43	
4		
202	1	
1	6	2
1		
2	256	3
261		

Age	Number of Staff
16 to 20	
21 to 25	2
26 to 30	15
31 to 35	36
36 to 40	33
41 to 45	39
46 to 50	48
51 to 55	46
56 to 60	36
61 to 65	6
66 or older	
Total	261

Ethnic Group	Number of Staff
Asian or Asian British - Bangladeshi	
Asian or Asian British - Indian	5
Asian or Asian British - Pakistani	4
Black or Black British - African	3
Black or Black British - Caribbean	2
Chinese	3
Mixed - White and Asian	
Mixed - White and Black African	
Mixed - White and Black Caribbean	1
Other Asian Background	
Other Black Background	
Other Ethnic Background	1
Other Mixed Background	
Other White Background	14
White - British	221
White - Irish	6
Refused or Not Known	1
Total	261

Staff attendance on Change Management Courses

Dealing with Change	12
Transforming for a New Future	22
Total	34

Staff attendance on Continuing Professional Development Courses

MOSIAC Training	8
Higher Education Academy Practitioner	2
Higher Education Academy Fellow	1
Personal Licence Holders Certificate	1
ACS Training and Assessments (CORGI)	1
Kinetic Handling Instructor	1
Mobile Aluminium Tower Competency Course	1
ILM Award Leadership Level 5	6
Coaching and Training Your Work Team	9
ICTS Management Development Programme	5
Total	35

Course Evaluation Summary

Externally Delivered Courses

Year Ending 30 Sept 2011

		Poor	Fair	Good	Excellent		Total
Event administration/joining instructions		0	7	50	59		116
	%	0%	6%	43%	51%		
Trainer/facilitator - presentation skills		0	2	25	90		117
	%	0%	2%	21%	77%		
Content - design & topics		0	8	37	72		117
	%	0%	7%	32%	62%		
Exercises & Activities		0	4	43	70		117
	%	0%	3%	37%	60%		
Your own contribution/participation		0	21	67	24		112
	%	0%	19%	60%	21%		
Will areas covered help you improve / change your current working practice?		Yes	No	Not Said			Total
		73	4	22			99
	%	74%	4%	22%			
Knowledge Perception of Group as a Whole	0%	20%	40%	60%	80%	100%	Total Points
A) Before Course Points Score	8	30 600	38 1520	38 2280	1 80	0 0	4480
B) After Course Points Score	0	2 40	6 240	19 1140	83 6640	0 0	8060
Points Difference (B-A)							3,580
(Red is negative benefit)						% Increase	80%

Analysis of numbers showing how perceived knowledge increases	+0%	+20%	+40%	+60%	+80%	Total
	6	51	33	21	6	117
% of Total above	5%	44%	28%	18%	5%	100%

All Courses by ODTD Internal and External

Year Ending 30 Sept 2011

		Poor	Fair	Good	Excellent		Total
Event administration/joining instructions		5	64	642	619		1330
	%	0%	5%	48%	47%		
Trainer/facilitator - presentation skills		0	10	320	1015		1345
	%	0%	1%	24%	75%		
Content - design & topics		1	49	571	713		1334
	%	0%	4%	43%	53%		
Exercises & Activities		2	77	568	690		1337
	%	0%	6%	42%	52%		
Your own contribution/participation		7	227	841	236		1311
	%	1%	17%	64%	18%		
Will areas covered help you improve / change your current working practice?		Yes	No	Not Said			Total
		980	51	294			1325
	%	74%	4%	22%			
Knowledge Perception of Group as a Whole	0%	20%	40%	60%	80%	100%	Total Points
A) Before Course Points Score	51	316 6320	457 18280	337 20220	4 320	3 300	45440
B) After Course Points Score	1	7 140	28 1120	199 11940	950 76000	126 12600	101800
Points Difference (B-A)							56,360
(Red is negative benefit)						% Increase	124%

Analysis of numbers showing how perceived knowledge increases	+0%	+20%	+40%	+60%	+80%	Total
	56	428	489	318	38	1329
% of Total above	4%	32%	37%	24%	3%	100%

No. of Events Run: 100

Management Essential Courses
Year Ending 30 Sept 2011

		Poor	Fair	Good	Excellent		Total
Event administration/joining instructions		0	11	188	192		391
	%	0%	3%	48%	49%		
Trainer/facilitator - presentation skills		0	2	99	292		393
	%	0%	1%	25%	74%		
Content - design & topics		1	11	163	218		393
	%	0%	3%	41%	55%		
Exercises & Activities		1	9	156	226		392
	%	0%	2%	40%	58%		
Your own contribution/participation		1	55	261	69		386
	%	0%	14%	68%	18%		
Will areas covered help you improve / change your current working practice?		Yes	No	Not Said			Total
		289	5	97			391
	%	74%	1%	25%			
Knowledge Perception of Group as a Whole	0%	20%	40%	60%	80%	100%	Total Points
A) Before Course Points Score	14	94 1880	136 5440	108 6480	17 1360	2 200	15360
B) After Course Points Score	1	4 80	4 160	37 2220	299 23920	45 4500	30880
Points Difference (B-A)							15,520
(Red is negative benefit)						% Increase	101%

Analysis of numbers showing how perceived knowledge increases	+0%	+20%	+40%	+60%	+80%	Total
	11	132	142	92	13	390
% of Total above	3%	34%	36%	24%	3%	100%

No.of Events Run: 43

Professional Development Courses
1 Oct 2010 to 30 Sept 2011

		Poor	Fair	Good	Excellent		Total
Event administration/joining instructions		0	3	97	136		236
	%	0%	1%	41%	58%		
Trainer/facilitator - presentation skills		0	0	22	216		238
	%	0%	0%	9%	91%		
Content - design & topics		0	0	76	161		237
	%	0%	0%	32%	68%		
Exercises & Activities		0	4	74	160		238
	%	0%	2%	31%	67%		
Your own contribution/participation		2	29	151	49		231
	%	1%	13%	65%	21%		
Will areas covered help you improve / change your current working practice?		Yes	No	Not Said			Total
		191	1	46			238
	%	80%	0%	19%			
Knowledge Perception of Group as a Whole	0%	20%	40%	60%	80%	100%	Total Points
A) Before Course Points Score	12	39 780	99 3960	80 4800	8 640	0 0	10180
B) After Course Points Score	0	0 0	4 160	31 1860	179 14320	22 2200	18540
Points Difference (B-A)							8,360
(Red is negative benefit)						% Increase	82%

Analysis of numbers showing how perceived knowledge increases	+0%	+20%	+40%	+60%	+80%	Total
	3	91	105	25	9	233
% of Total above	1%	39%	45%	11%	4%	100%

No.of Events Run: 30



**Manchester
Metropolitan
University**

This report is available online at

www.mmu.ac.uk/humanresources/devandtrain

You can give us feedback on the report by sending an email to

h.vaughan@mmu.ac.uk. We welcome and look forward to reading your comments.

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