

**Gap Analysis and Action Plan**

**to support the implementation of The Concordat to Support the Career Development of Researchers**

Draft Version 9 – September 2013

The University established a steering group to identify and evaluate the organisation’s existing systems, processes and procedures against the seven principles of the Concordat. Factors have been identified and referenced against the Concordat document, which can be found at:

<http://www.vitae.ac.uk/policy-practice/505181/Concordat-to-Support-the-Career-Development-of-Researchers.html>

The steering group was chaired by the University’s HR Director, and the group comprised of:

* Pro Vice Chancellor and Dean of Science & Engineering
* Director of Research and Enterprise
* Head of Research
* Director of Institute of Humanities and Social Science Research
* Research Excellence Framework Manager
* Head of Organisational Development and Training
* Organisational Development and Training Manager

Staff consultation on the gap analysis and action plan was conducted to strengthen the quality and impact of future opportunities. This was done through our popular staff newsletter, Man Met Life, as well as through direct emails and meetings with research institute directors.

This document outlines existing practices, as well as identifying further actions required to embed existing practices and identifying opportunities for future improvements.

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| **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.** | | | | |
| ***Clause*** | ***Evidence for current compliance*** | ***Actions*** | ***Lead(s)*** | ***Timescale*** |
| 1.1All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution | The University broadly outlines its commitment to Research in its strategy, at:  <http://www2.mmu.ac.uk/about/corporate-strategy/research/>  This outlines what we will do, how we will do it and performance targets.  Annual strategic plans for faculties identify actions that will be taken to achieve this objective, including identifying the human resource that will be required.  Research and Knowledge Exchange (RKE) strategy adopted which has clearly articulated key principles underpinning it e.g. *Research and Knowledge Exchange is a Vital Part of the University’s Income Stream*. The Strategy’s Implementation Plan includes an action to identify, recruit, and invest in outstanding research and knowledge exchange leaders who complement and reinforce existing multi-disciplinary research strengths. See:  <http://www2.mmu.ac.uk/research>  Research is a key component in a mandatory induction process for academic staff. | From 1 October 2013, it will be a requirement that all staff involved in research will have a doctoral-level qualification. | **Gill Hemus, Director of HR** | **1 October 2013** |
| 1.2 Employers should strive to attract excellence and respect diversity (see 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. | The University’s recruitment and selection policy ensures transparent procedures are in place for all staff, including researchers. Policy at:  <http://www.mmu.ac.uk/humanresources/pdf/general/RecruitmentandSelection.pdf>  The University has an Equality and Diversity statement which outlines our commitment. This is publicly shared in a number of places, see:  <http://www.mmu.ac.uk/jobs/equality.php>  In recognition of our commitment to celebrating equality and diversity, MMU has been awarded the Disability Two Ticks standard, Disability Standards Bronze Award, Athena SWAN Bronze Award and Investors in People Champion status.  Use of University role profiles makes researcher role requirements clear. Research posts 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: <http://www.mmu.ac.uk/humanresources/roleevaluation/role_profiles/index.php?letter=r>  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. (Since the 2012 review, a role profile for Grade 7 researchers has been developed. Templates are available on the website and these have been used and appointed to in different areas of the University).  Research and Knowledge Exchange Strategy includes a strategic objective to “*Attract, support and retain outstanding research and knowledge exchange staff across the University”*  Guidelines introduced 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. | Review of the recruitment and selection policy and process.  Doctoral level qualifications to be a requirement for research roles | Julie Parsonson, Deputy Head of HR Operations  Gill Hemus, HR Director | January 2014  1 October 2013 |
| 1.3 Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason. | There is a clear quality assurance process in place for making decisions about new posts and developing new job descriptions and person specifications, as follows:   * the manager meets with HR advisor and faculty accountant to explore options * manager and HR advisor develop job description and person specification * job description and person spec sent to Reward and Planning for grading and approval through the Head of Reward and Planning. |  |  |  |
| 1.4 To assure fairness, consistency and the best assessment of the 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. | See the University-wide commitment outlined in the policy at:  <http://www.mmu.ac.uk/humanresources/pdf/general/RecruitmentandSelection.pdf>  There is mandatory recruitment and selection training for anyone interviewing within the University. There is also mandatory additional training for panel chairs to ensure that they are clear on their responsibilities. Details of the training is on the University’s staff development intranet pages at:  <http://www.mmu.ac.uk/humanresources/devandtrain/>  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:  - "Equal Opportunities and Diversity Essentials”  - "Managing Diversity e-learning”  6 monthly mandatory reports are sent to deans/directors about attendance at this training and participation in these courses is reviewed through the Professional Development and Review (PDR) Scheme.  The University is also providing staff awareness sessions on the REF2014 Code of Practice to reinforce the principles of transparency, consistency, accountability and inclusivity that have supported the development of the Code.  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. |  |  |  |
| 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. | 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. | Develop and implement at professorial review and reward scheme which establishes criteria-based promotional banding for Professors. | Gill Hemus Director of HR, Dave Raper, Research and Knowledge Exchange Director | February  /March 2014 |

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| **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.** | | | | |
| ***Clause*** | ***Evidence for current compliance*** | ***Actions*** | ***Lead(s)*** | ***Timescale*** |
| **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. | 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.  Research staff have the same contractual entitlements as other staff members, such as annual leave, maternity/paternity leave, sick pay and working hours.  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 in the same way as any other staff member.  All research 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.  The University has a Professional and Personal Staff Development Policy which relates to all employees, available at:  <http://www.mmu.ac.uk/humanresources/policy/general.php>  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:  <http://www.mmu.ac.uk/humanresources/devandtrain/> |  |  |  |
| 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. | 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.  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. | Review number of fixed term contracts for researchers and carry out analysis compared to similar universities. Further actions to be agreed dependent on the outcomes. | Sarah Kakanskas, Reward & Planning Manager | January 2014 |
| 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. | The University has a suite of mandatory training for managers entitled “Management Essentials” (which includes equality and diversity training). Details of training on the University’s staff development intranet pages at:  <http://www.mmu.ac.uk/humanresources/devandtrain/>  MMU’s Research and Knowledge Exchange Team also provides staff development opportunities such as training.  Training completions are reported to deans/directors in 6 monthly management reports.  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.  The University also offers a programme for Academic Leadership and Management which specifically focuses on the requirements of academic managers and workshops to support research supervisors. | Ensure management development is identified in the University’s Career Escalator project. This project aims to clearly identify the job structure/career pathways for research and teaching staff (phase 1), the skills, experiences and abilities required for these roles (phase 2) and the development opportunities that might assist an individual to develop these skills/experiences/abilities (phase 3). | Josie Elson, Head of Organisation Development, Training and Diversity | January 2014 |
| 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. | 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.  Grant applications are signed off by the Research Office, with principal investigators supported with advice on the grade of research staff member needed for the project and on costings for the post.  MMU offers a regular programme of funding opportunities to encourage and support early stage career researchers. The Research Accelerator Grant has been created to provide funding to Early Career Researchers and the Knowledge Exchange and Innovation Fund makes awards to encourage staff to venture into new research and knowledge exchange areas. See: <http://www.mmu.ac.uk/staff/fundingopportunities/>  The University’s Executive has made additional funding available to allow research groups to continue employing researchers between research grants. | Implement arrangements to allocate a proportion of grant overheads into the continuous employment of research staff in between research grants. | Dave Raper, Research and Knowledge Director | November 2013 |
| 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 recognising the flexibility that institutions have in implementing the Framework. | Pay progression through the University’s pay scales is transparent – details of the grades, scales and pay details can be found at:  <http://www.mmu.ac.uk/humanresources/pay/>  A University pay audit was carried out in 2011, 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 legally acceptable limits. More information about the outcomes from the audit are available from the Reward and Planning Manager.  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. | Develop and implement at professorial review and reward scheme which establishes criteria-based promotional banding for Professors.  Establish whether information about recognition through the Contribution Zone based on research activity could be extracted from SAP for the 2013 Contribution Zone round. | Gill Hemus Director of HR, Dave Raper, Research and Knowledge Exchange Director  Sarah Kakanskas, Reward & Planning Manager | February  /March 2014  May 2014 |
| 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. | The University’s Recruitment and Selection policy identifies as follows: “As an employer we will seek to ensure equality of opportunity and treatment in the recruitment, selection, retention*,* training and promotion of staff at all levels”. The policy supports this by ensuring that all posts (including promotion opportunities) are advertised through the University’s recruitment procedures.  Early career researchers are offered funding opportunities to enable them to progress their careers. The Research Accelerator Grant: <http://www.mmu.ac.uk/staff/fundingopportunities/> is designed for this specific purpose. | Complete phase 1 of the University’s career escalator project (which will outline the career framework for all researchers)  Develop research mentoring schemes institutionally targeted at groups such mid career researchers, women researchers and other groups.  Future Research Leaders Scheme: Develop a strategy for identifying high-potential researchers and fast-tracking their development into research leaders. | Josie Elson, Head of Organisation Development, Training and Diversity  Cathy Urquhart, Head of Research  Cathy Urquhart, Head of Research and Dave Raper, Research and Knowledge Exchange Director | November 2013  April 2014  January 2014 |

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| **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.** | | | | |
| ***Clause*** | ***Evidence for current compliance*** | ***Actions*** | ***Lead(s)*** | ***Timescale*** |
| 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. | Role profiles enable research staff to clearly identify themselves as part of the academic community at MMU.  The University operates a mandatory PDR (professional development review) Scheme, which includes a career development discussion. For academic staff the PDR also includes consideration of Research Knowledge Exchange (RKE) activity.  Supporting guidance for research staff – “Research Staff – your Development at MMU and Beyond”  <http://www.mmu.ac.uk/humanresources/devandtrain/cpd/research_staff_-_your_development_at_mmu_and_beyond.pdf>  The Staff Development Programme offers a wide range of cross-discipline skills which have applications outside the world of academia, including line management, project management and presentation skills:  <http://www.mmu.ac.uk/humanresources/devandtrain/docs/staff-development-programme-1314.pdf> | Complete phase 3 of the University’s career escalator project, which identifies the support/activities to develop research staff (and others) for the next stage of their career  Using the Career Escalator, highlight wider development opportunities to research staff available through MMU’s Staff Development Programme and other development activities. | Josie Elson, Head of Organisation Development, Training and Diversity  Sarah Acton, ODT Manager (Interim) | January 2014  June 2014 |
| 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. | The University operates a mandatory PDR (professional development review) Scheme, which includes a career development discussion. The University offers an Early Career Researcher Workshop to support and build capacity in our new researchers. Supporting guidance for research staff – “Research Staff – your Development at MMU and Beyond”  <http://www.mmu.ac.uk/humanresources/devandtrain/cpd/research_staff_-_your_development_at_mmu_and_beyond.pdf>  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. | Complete phase 1 of the University’s career escalator project (which will outline the career framework for all researchers) | Josie Elson, Head of Organisation Development, Training and Diversity | November 2013 |
| 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 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 | Research staff have access to significant training in transferable skills (including communication skills) provided on a University level. See:  <http://www.mmu.ac.uk/humanresources/devandtrain/>  MMU also has a bespoke “New to Research” development programme, which includes presentation skills, project management, networking skills and team-working skills workshops.  Between September 2008 and January 2010, 77 PGR have completed the New to Teaching workshops and 15 are currently completing or have completed the MA and PGC AP. | Complete phase 3 of the University’s career escalator project, which includes identifying career stories of more senior research staff as a career development resource for others | Josie Elson, Head of Organisation Development, Training and Diversity | January 2014 |
| 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. | The University provides clear guidance on job shadowing, see:  <http://www.mmu.ac.uk/humanresources/policy/general.php>  There is also specific skills training about job hunting, completing applications and interviewing offered at a University level (the University’s “Becoming a Better Candidate” workshop). Details can be found in the Staff Development Programme at:  <http://www.mmu.ac.uk/humanresources/devandtrain/> | Job shadowing to be included in the proposed Future Research Leaders programme (see 2.6 above) | Cathy Urquhart, Head of Research | April 2014 |
| 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. | Career development discussions are built into the University’s PDR process.  Policies and processes for promotion and reward are transparent and clearly stated – see B above.  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: <http://www2.mmu.ac.uk/about/governance/deputy-vice-chancellor/>  The DVC for Strategic Planning also held a series of Promotion workshops  Research staff are directed to national career development via the Research Staff: Your development at MMU and beyond <http://www.mmu.ac.uk/humanresources/devandtrain/cpd/research_staff_-_your_development_at_mmu_and_beyond.pdf> | Complete the University’s career escalator project (detail outlined at 2.3).  Development of a work shadowing and mentoring programme through Research Knowledge Exchange.  Develop promotion workshops to help aspiring future leaders prepare for interview and assessment during the annual calls for progression. | Josie Elson, Head of Organisation Development, Training and Diversity  Cathy Urquhart, Head of Research and Dave Raper, Research and Knowledge Exchange Director | January 2014  April 2014 |
| 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. | Inductions and PDRs carried out with all staff, including Research staff.  All new research staff are invited to the University’s Staff Welcome Events (held once termly). 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.  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:  <http://www.mmu.ac.uk/humanresources/policy/general.php>  The Research and Knowledge Exchange team carries out specific induction sessions for Research staff.  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. |  |  |  |
| 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. | Role profiles outline the skills and responsibilities required for posts. These can be accessed on the intranet at:  <http://www.mmu.ac.uk/humanresources/roleevaluation/role_profiles/index.php?letter=r> | Complete phase 3 of the University’s career escalator project, which identifies the support/activities to develop research staff (and others) for the next stage of their career | Josie Elson, Head of Organisation Development, Training and Diversity | January 2014 |
| 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 familiar with such provisions and arrangements. | At a local level, buddies and mentors are arranged with staff as appropriate, with a Guide to Mentoring available online here:  <http://www.mmu.ac.uk/humanresources/pdf/general/Mentoring.pdf>  Specific mentoring programmes are available for black and minority ethnic staff: <http://www.mmu.ac.uk/humanresources/equalities/bme/career/>  As well as facilitating and matching buddies and mentors where appropriate, MMU provides ILM-accredited training for those wishing to become coaches and mentors, to further enrich the experience for all parties. Please see the staff development programme for course details: <http://www.mmu.ac.uk/humanresources/devandtrain/docs/staff-development-programme-1314.pdf>. | Complete the University’s career escalator project (detail outlined at 2.3).  The Research and Knowledge Exchange Strategy includes the establishment of a mentoring culture led by senior research staff to support early and mid-career researchers and knowledge exchange practitioners. | Josie Elson, Head of Organisation Development, Training and Diversity  Cathy Urquhart, Head of Research | January 2014  April 2014 |
| 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. | Career development discussions built into the University’s PDR process.  Early career researchers can access a Postgraduate Certificate in Academic Practice. Research Fellows are encouraged to access development via the HEA.  MMU runs HEA-accredited programmes, and is able to offer in-house panels to award HEA Fellowship through our Professional Standards Framework. <http://www.celt.mmu.ac.uk/psf/index.php>  PDR supporting guidance and podcasts outline what the career development discussion should look like.  The University’s Leadership and Management competency framework outlines a specific requirement for managers to develop themselves and others. | Complete phase 3 of the University’s career escalator project, which illustrates career pathways, and the qualifications, skills and experience required at each career stage. | Josie Elson, Head of Organisation Development, Training and Diversity | January 2014 |
| 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. | The University has operated a mandatory PDR Scheme for all staff since 2010. This process facilitates career development discussions between research staff and their managers. The PDR scheme currently enjoys an 86.6% completion rate. The completion rate has improved year-on-year since the scheme introduction. |  |  |  |
| 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. | The MMU Professional Standards Framework is designed to provide MMU 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. <http://www.celt.mmu.ac.uk/psf/index.php>  All research staff have access to training on topics relevant to academic practice including:   * teaching and learning * people management * grant writing |  |  |  |
| 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. | All research staff have access to training on topics relevant to academic practice including teaching and learning.  Between Sept 2008 and January 2010, 77 PGR have completed the New to Teaching workshops and 15 are currently completing or have completed the MA and PGC in Academic Practice.  Researchers also receive training through CELT – Centre for Embedding Excellence in Learning and Teaching. | Review the access of research staff to New to Teaching workshops, the PGCE/Masters and other CELT sessions 2012-13. | Organisation Development and Training Manager with CELT | November 2014 |
| 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. | Research Institute Directors are members of Faculty-based Executive Committees who are responsible for setting local policy and practice in relation to research management. Research Institute Directors also sit on Faculty Executive Groups.  Research and academic staff feature regularly on policy and practice steering groups and committees, including:   * Staff Development Committee * Student Evaluation Strategy Committee * Continuous Improvement Forum * Diversity and Equal Opportunities Committee   Research Committees exist within Faculties and feed back into the development of policy and practice.  An independent review of research at MMU was widely advertised and all staff had an opportunity to feed into the future direction of research and knowledge exchange at MMU. | Research staff to be encouraged to attend committees | Cathy Urquhart, Head of Research | Ongoing. |
| 3.14 Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement. | The University has a *Guide to Mentoring* for all staff, which can be found at:  <http://www.mmu.ac.uk/humanresources/policy/general.php>  Mentoring arrangements are part of the HEA national framework.  Peer Support for Teaching is organized through MMU’s Centre for Embedding Excellence in Learning and Teaching: <http://www.celt.mmu.ac.uk/peer_support/Policy_Statement_Peer_Support_for_Teaching_Scheme_final_version.pdf> | The Research and Knowledge Exchange Strategy includes the establishment of a mentoring culture led by senior research staff to support early and mid-career researchers and knowledge exchange practitioners. | Cathy Urquhart, Head of Research | September 2014 |

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| **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.** | | | | |
| ***Clause*** | ***Evidence for current compliance*** | ***Actions*** | ***Lead(s)*** | ***Timescale*** |
| 5.1 Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers. | Role profiles outline the responsibilities and expectations of research staff. These are available on the University’s website. |  |  |  |
| 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. | Research and Knowledge Exchange provide support for the commercialisation of research and its impact on wider society. This includes workshops on “Building Impact into your research” and “How to engage with stakeholders in research and knowledge exchange”.MMU sees research and knowledge exchange as a continuum of activity as articulated in its strategy. Staff are advised on how to optimise the value of research using knowledge exchange and the knowledge exchange team (in Faculties and centrally) has been expanded to support the exploitation of research for the benefit of wider society and the economy. |  |  |  |
| 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. | The Research and Knowledge Exchange Team offer training in University Ethical Procedures and regular update sessions for members of University Ethics Committee. | An MMU Research Governance Group to be established to oversee research governance and ensure compliance with the Concordat to support Research Excellence | Gill Hemus, HR Director and Dave Raper, Director of RKE, Cathy Urquhart, Head of Research | Monthly |
| 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. | Role profiles, job descriptions and person specifications make this clear. | Complete the University’s career escalator project (detail outlined at 2.3). | Josie Elson, Head of Organisation Development, Training and Diversity | January 2014 |
| 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. | The University’s PDR Scheme adopts this ethos to career development for all staff. Details can be found on the University’s website at:  <http://www.mmu.ac.uk/humanresources/policy/general.php>  All researchers are signed up to research professional using key words that “push out” relevant career development opportunities and funding alerts to staff. |  |  |  |
| 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. | Mandatory PDR process facilitates career development discussions between research staff and their managers. |  |  |  |

| **E: DIVERSITY AND EQUALITY**  **Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.** | | | | |
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| ***Clause*** | ***Evidence for current compliance*** | ***Actions*** | ***Lead(s)*** | ***Timescale*** |
| 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. | The University has a Diversity and Equal Opportunities Committee which is chaired by the Vice Chancellor. This is supported by equality Fora consulting with staff on employment and career development issues:  <http://www.mmu.ac.uk/humanresources/equalities/>  All the University’s policies and procedures are subject to an equality impact assessment. Details including the process and tools can be found at:  <http://www.mmu.ac.uk/humanresources/equalities/eiat/>  A *Single Equality Scheme* was launched in November 2010.  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. |  |  |  |
| 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. | This legal requirement is policy at the University.  All staff who sit on interview panels are required to attend recruitment and selection training. The Recruitment and Selection and Chairing Skills sessions include information on equal opportunities legislation and assumptions and behaviour are challenged with a number of case studies. |  |  |  |
| 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. | The University’s *Recruitment and Selection* policy has been subject to an EIA, to identify any specific requirements e.g. flexible working.  The staff equality fora allows for issues affecting groups belonging to protected characteristics to be raised and dealt with. | Review equalities data gained for the REF 2014 by protected characteristic to assess representation and disproportionate effects on different groups.  Incorporate any subsequent actions from data analysis into the Equality and Diversity Strategy 2014-2016 | Gavin Deadman, Equality and Diversity Manager  Gavin Deadman, Equality and Diversity Manager | December 2013  January 2014 |
| 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. | 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.  Furthermore, the University’s Code of Practice for research – as utilised for REF2014 – sets out our approach to ensuring that principles of transparency and fairness run throughout the heart of our research approach. | Fulfil actions in the Athena SWAN Action Plan. Actions outline the provision for research into, and implementation of, a support programme in returning to work following career breaks.  Research and Knowledge Exchange are to implement a research induction with particular focus on ECRs | Athena SWAN Action Group  RKE | Arrangements to be in place by May 2015  November 2014 |
| 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. | 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:  <http://www.mmu.ac.uk/humanresources/policy/general.php> |  |  |  |
| 6.6 Funders should continue to ensure that their funding mechanisms and policies are adapted to changing diversity and equality legislation and guidance, for example in their provision of additional funding and duration of grant to cover paternity and adoptive leave as well as maternity leave. | 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. | Specific HR considerations to be included in the Research Bid Forms | HR Operations/  Faculty SAS Teams | 2014 |
| 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. | 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.  As stated above, all staff who sit on interview panels are required to attend recruitment and selection training.  As part of the Athena SWAN work, recruitment panels now have a mix of genders. | Review of application and selection process for Senior Research Fellow, Reader and Professor by protected characteristics.  Recommendations regarding adaptations to the selection process made following data review  Incorporate agreed recommendations into the Equality and Diversity Strategy 2014-2016 | Gavin Deadman, Equality and Diversity Manager  Gavin Deadman, Equality and Diversity Manager  Gavin Deadman, Equality and Diversity Manager | Initial review of data completed June 2013  October 2013  January 2014 |
| 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 | It is University policy to make reasonable adjustments for specific needs in training courses.  The University provides specific advice and guidance for international staff through its account on the International Staff Website, at <http://www.internationalstaff.ac.uk/>  University policies and practices are adapted as necessary to meet individual requirements of members of staff – monitored by the Diversity and Equal Opportunities Committee. |  |  |  |
| 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. | A Dignity at Work policy is in place. Other mechanisms to support this policy include a Dignity At Work Advisor network, counselling service and a **Tackling Discriminatory Behaviour Guide**. Details can be found at:  <http://www.mmu.ac.uk/humanresources/equalities/harassment/> | A case log is kept of cases discussed informally by the DAWA Network to allow for monitoring of cases.  Data from two years of activity will be reviewed and analysed by protected characteristic to investigate whether cases raised do not adversely reflecting on career opportunities. | Gavin Deadman, Equality and Diversity Manager | December 2015 |
| 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 is an active member of the Athena SWAN charter. |  |  |  |

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| **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.** | | | | |
| ***Clause*** | ***Evidence for current compliance*** | ***Actions*** | ***Lead(s)*** | ***Timescale*** |
| 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. | The University has set up a Concordat Implementation Group consisting of: the Organisation Development and Training Manager (Kate Rowland), the Recruitment Manager (Phill Haig), the Equality and Diversity Manager (Gavin Deadman), the Reward and Planning Manager (Sarah Kakanskas) and the REF Manager (Sam Gray). This group will use this action plan as an working document on an ongoing basis and carry out a largescale annual review of progress.  All staff will be given the opportunity to consider and comment on the action plan through communication in the University’s electronic staff digest. Specific consultation on the action plan will also be carried out with:  - the University’s Research Institute Directors  - Research Coordinators (as identified through the REF2014 process)  Progress will be reported to the University’s Concordat Steering Group. |  |  |  |
| 7.2  The signatories agree:  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.  b. to procure an independent benchmarking study to assess the state of the sector at the launch of this Concordat.  c. to contribute an appropriate share of the costs of supporting implementation and review, including the benchmarking report.  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).  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). | Monitoring of Concordat implementation will be overseen by the University’s Concordat Steering Group consisting of: the HR Director (Gill Hemus), Pro Vice-Chancellor Research (Pete Dunleavy), the Research and Knowledge Exchange Director (Dave Raper), Head of Research (Cathy Urquhart), the University’s Research Institute Director for IHSSR (Berthold Schoene), the Head of Organisation Development Training and Diversity (Josie Elson), the Organisation Development and Training Manager (Kate Rowland, and Sarah Acton as Interim ODT Manager) and the REF Manager (Sam Gray).  The Steering Group will report into the University’s Directorate. |  |  |  |
| 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. | N/A |  |  |  |
| 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. | The University is increasingly sharing practice in this area with other Universities, including through attendance and involvement in Vitae events.  MMU works alongside the other Manchester Universities in a variety of local networks focused on innovating research agendas including the Manchester Beacon for Public Engagement ([www.manchesterbeacon.org](http://www.manchesterbeacon.org)) and the Corridor Manchester partnership. |  |  |  |
| 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 sources3 and on the sharing of good practice between institutions and to provide evidence of its impact. | Equality impact assessments (EIA) are carried out systematically in relation to research and its applications. For example an EIA has been undertaken in relation to potential researcher inclusion in REF2014. |  |  |  |

**Full review date: January 2015**

*Annual reviews will be undertaken but that this will be used as a working document on an ongoing basis.*