

Action Plan – 2019-2021							
**Rating criteria aligned to 'RAG' rating for Athena Swan. ( <a href="#">see Athena Swan renewal guide page 22</a> ).							
Red: No progress was made on this action. Amber: Partial progress was made on this action. Green: Good progress was made on this action.							
All reported percentages rounded to nearest whole number.							
ENVIRONMENT AND CULTURE							
PRINCIPLE 1: Excellent research requires a supportive and inclusive research culture							
ACTION NO.	CONCORDAT SECTION	ACTION	SUCCESS CRITERIA	RESPONSIBLE FOR ACTION	TIMESCALE	PROGRESS**	FUTURE ACTIVITY
A1	Ensure that all relevant staff are aware of the Concordat.	Sign up to the principles of the revised Concordat.	Manchester Metropolitan University becomes a signatory for the revised Concordat and continues to implement a detailed action plan including regular review and monitoring to embed its Principles throughout the University.	Pro Vice-Chancellor (RKE).	April 2020.	<b>COMPLETE</b> Vice-Chancellor Prof Malcom Press confirmed Man Metropolitan's continuing commitment to the revised Concordat in July 2020. <a href="#">See Commitment letter here.</a>	
A2	Ensure that all relevant staff are aware of the Concordat.	Develop and implement an internal communications plan to raise detailed awareness of the Concordat targeting staff with a significant responsibility for research aligned to University Centres for Research and Knowledge Exchange (UCRKE), Early Career Researchers and	All relevant staff with a significant responsibility for research (circa 650 FTE) and PGR students to receive detailed notification of the Concordat and its Principles and the University Action Plan through a variety of channels.  Awareness of the Concordat to be tested in an annual survey of	Head of Research Environment and Impact.	July 2020 and subsequent annual monitoring in July each year.	<b>COMPLETE</b> Method of communication delayed due to impact of Covid and REF on communication channels. Instead included as part of the promotion of the CEDARS survey in summer 2021, when all staff with responsibility for research were sent a link to the Concordat.  All associated documents are now available on the newly launched Research section of the <a href="#">Manchester Metropolitan website</a> .  <i>63% of CEDARS respondents reported having heard of the Researcher Development Concordat (above the national aggregate of 59%).</i>	Build on this foundation with development of a Concordat intranet resource area (ECI1).

		<p>PGR students in particular.</p> <p>Communications to include a covering letter with an electronic copy of the Concordat, papers at central and faculty Research and Knowledge Exchange Committee and Research Degrees Committee. Presentation at the UCRKE Forum and ongoing engagement with the ECR Forum.</p>	<p>staff and PGR students aligned to UCRKEs</p>				
A3	<p>Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.</p>	<p>Review the availability, accuracy, accessibility and usage of existing material that is available on the University's intranet and make any improvements that are required to make relevant policies more readily available. Work with members of the University's ECR Forum to ensure that improvements are genuine and meet requirements of researchers.</p>	<p>All relevant policies are clearly available and signposted appropriately on the intranet and feedback from researchers (via the ECR Forum) is positive.</p>	<p>Head of Research Environment and Impact and Equality and Diversity Manager.</p>	<p>Ongoing with reviews in Autumn 2020 and 2021.</p>	<p><b>PARTIALLY COMPLETE</b></p> <p>Our Professional Services Quality Survey (PSQS) provides evidence that academic respondents reported good progress around the clarity of research policies and procedures up until the current year of the pandemic (2021).</p> <p><i>Data from PSQS shows that in:</i>  2018: 56% of academics felt that our RKE policies and procedures were clear and accessible.  2019: 58%  2020: 65%  2021: 55%</p> <p>Recent decline attributed in part to impact of Covid.</p>	<p>Updates to RKE webpages to ensure return to pre-covid PSQS response (ECI2).</p>
A4	<p>Promote good mental health</p>	<p>Promotion of the University's</p>	<p>Understanding of where to access</p>	<p>Head of Research</p>	<p>Ongoing with reviews in</p>	<p><b>COMPLETE</b></p>	<p>Further improve staff awareness</p>

	and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.	'Lifeworks' wellbeing portal as a central source of information for mental health and wellbeing support.	support is improved and associated positive impacts on staff wellbeing as measured in annual surveys.	Environment and Impact and Equality and Diversity Manager.	Autumn 2020 and 2021.	<p>New approach adopted in response to changing priorities of development needs (in part due to impact of Covid).</p> <p>Development of a new staff and student <a href="#">mental health strategy</a> including staff awareness raising through development of e-learning modules in partnership with the Charlie Waller memorial trust and creation of Wellbeing Community with active listener network and blog.</p> <p><i>Since its launch in May 2020, 200 members of staff have completed all 4 e-learning modules, with over 1000 accessing at least one module.</i></p> <p><i>The wellbeing community has 325 members and 18 trained mental health first aiders (<a href="#">Active Listeners</a>). The wellbeing blog is an open forum for colleagues to share their ideas, wellbeing articles, training and workshops and has received 10,196 visits since it was launched in April 2019. The blog is self-led content from members and has received 120 contributions from the community.</i></p> <p>Development and delivery of programme focussed on 'Leading with Wellbeing in Mind' from Nov 2020 (<a href="#">Manchester Met intranet</a>). The programme has focussed on tailored development support for high-risk teams and included:  <i>Robertson Cooper Resilience and Wellbeing programme: completed by 3 departments including 55 leaders and managers.</i>  <i>Bespoke interventions: 5 teams supported including approx. 80 managers.</i></p> <p>Also available is more general wellbeing support sessions for all colleagues including:</p>	with relaunch of mental health and wellbeing e-modules (EC13).
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						<p><i>Bespoke Team/Department sessions on wellbeing: 6 teams/departments with 253 participants have taken part so far.</i></p> <p><i>Building Workplace Resilience Sessions: 17 sessions with 216 participants</i></p> <p><i>Mindfulness: 5 sessions with 78 participants</i></p> <p><i>Working Well for academic staff: 5 sessions with 37 participants</i></p> <p><i>Robertson Cooper webinar: Energy Management: 309 participants and available on demand</i></p> <p><i>75% of CEDARS respondents reported that they take positive action to maintain their mental health and wellbeing (in line with national aggregate of 77%).</i></p>	
A5	Ensure that managers of researchers are effectively trained in relation to equality, diversity and inclusion, wellbeing and mental health.	<p>Develop a new action plan specifically for Equality and Diversity in Research and Knowledge Exchange including associated actions, resources and key performance indicators.</p> <p>The plan will be developed through the University's RKE Committee in close consultation with Equality and Diversity colleagues in Human Resources.</p> <p>Its aim will be to provide equal access to</p>	All staff with a significant responsibility for research will be aware of the action plan and where they can access support for specific equality and diversity-related agendas in research and knowledge exchange activities.	Head of Research Environment and Impact and Equality and Diversity Manager.	Plan to be developed by November 2020 with associated monitoring through annual reviews each July.	<p><b>PARTIALLY COMPLETE</b></p> <p>Roll-out of full RKE EDI plan has been delayed due to knock-on impact of Covid on other business (e.g. REF submission); however, there has been some good progress on individual elements.</p> <p><i>Adoption of widespread training on Unconscious Bias across all research managers (all members of RKEC and UCRKE Forum which includes senior research managers have been trained - total of 77 of the University's senior researchers).</i></p> <p><i>The development and roll-out of the Covid Research Recovery Fund (<a href="#">Manchester Met Intranet</a>) to support staff with protected characteristics and includes equality monitoring. Since its launch August, £52.4K from a total funding pot of £100K has been allocated, split between 15 people.</i></p> <p><i>Institutional emphasis and commitment to equality charters such as Athena SWAN and Race Equality Charter. The University</i></p>	Plan to roll-over action for the development of a full RKE EDI Plan (EC14).

		resources that support equality and diversity and inclusion in research and knowledge exchange e.g. how to access childcare to attend conferences, how to manage individual circumstances appropriately, returning to work after periods of maternity, paternity and adoption leave.				<p>is currently in the process of implementing <a href="#">its 2017 Athena Swan Action Plan</a> and applying for a further renewal submission in November 2022. In 2019 the University committed to the Race Equality Charter and a bronze submission is currently planned for February 2022.</p> <p>CEDARS data shows that 72% of research managers and 63% researchers have received training in Equality, Diversity and Inclusion (in line with national aggregates of 72% and 61% respectively).</p> <p>More work is needed however as 67% of CEDARS respondents agree Man Met is committed to Equality, Diversity &amp; Inclusion (below national aggregate of 77%).</p>	
A6	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity.	<p>Deliver a communications campaign around the revised Concordat for Research Integrity to include correspondence around expectations on the University and importantly expectations on individual researchers. Communications to specifically target PGR supervisory teams.</p> <p>Communications to include a covering letter from the PVC RKE with an electronic copy of the Concordat for</p>	<p>All relevant staff with a significant responsibility for research including PhD supervisors (circa 650 FTE) and PGR students to receive detailed notification of the Concordat and its Commitments and expectations specifically those on the University and on individual researchers.</p> <p>Awareness of the Concordat for Research Integrity to be tested in an annual survey of staff and PGR</p>	Head of Research Environment and Impact and RKE Research Ethics and Governance Managers.	Ongoing but statutory reporting to take place each Autumn.	<p><b>COMPLETE</b></p> <p>CEDARS data shows 63% of respondents have awareness of the Concordat (above national aggregate of 53%).</p> <p>CEDARS data shows 67% of managers of researchers and 49% of researchers have completed training in research integrity. (above national aggregates of 52% and 41% respectively).</p> <p><a href="#">Annual compliance reports have been produced.</a></p>	

		Research Integrity, papers at central and faculty Research Ethics and Governance Committees, Research and Knowledge Exchange Committees, Research Degrees Committees. Presentation at the UCRKE Forum.	students aligned to UCRKEs.  Compliance reporting at an institutional level to take place each Autumn in line with the Concordat expectations.				
A7	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity.	<p>Deliver a new “Reviewer Academy” to support the development of academic quality in relation to the revised Concordat for Research Integrity.</p> <p>The “Academy” will be a series of events, training and resources designed to provide an accessible route to the improvement of the quality of ethical reviews.</p>	Improvements in the quality of ethical reviews as evidenced through annual monitoring exercises delivered through Faculty Research Ethics and Governance Committees and reporting into the central REGC.	Head of Research Environment and Impact and RKE Research Ethics and Governance Managers	Ongoing but first events by September 2020.	<p><b>COMPLETE</b></p> <p>We took a slightly different route due to the demands of COVID e.g. we have focused on the quality of ‘reviewing’ as part of annual research ethics and governance audits (<a href="#">evidence in annual compliance reports</a>), updated and delivered research integrity training (mandatory for all applicants of ethical approval) and piloted a Research Integrity Seminar Series.</p> <p><i>CEDARS data shows 59% of respondents are familiar with Man Met’s mechanisms of reporting incidents of research misconduct and 64% of respondents would feel comfortable reporting any incidents of research misconduct (in line with national aggregates of 58% and 66% respectively).</i></p>	Continue to support research integrity awareness via launch of the previously piloted RKE Research Integrity seminar series (EC15).
A8	Regularly review and report on the quality of the research environment and culture, including seeking feedback from	Conduct annual reviews of UCRKEs including monitoring of quality of research environment and provision for the career development of	Annual UCRKE monitoring reports evidencing improvements to the quality of the research environment that lead to improvements in	Pro Vice-Chancellor RKE and Director of RKE	Annual monitoring reviews takes place in June and July each year.	<p><b>PARTIALLY COMPLETE</b></p> <p>We decided to defer last year’s review of UCRKEs due to the demands of the revised schedule for REF and COVID.</p> <p>We joined the CEDARS survey for the first time in 2021 and the data from that survey is feeding into the reviews of our UCRKEs.</p>	<p><b>Focus Area 1</b></p> <p>To enhance recognition for academic citizenship through tracking of changes in researcher opinion through commitment to</p>

	researchers, and use the outcomes to improve institutional practices.	researchers and PGR students.	overall research performance.			58% of respondents to CEDARS agree that as a member of a UCRKE they are part of a healthy and productive research environment (institutional question).	running CEDARs, internal funding review and actions co-created with the researcher community (ECI6, ECF3, ECM5, ECR5).
A9	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices.	Ensure that PGR students are aligned to and included in the activities and "culture" of UCRKEs.	Improvements to research culture reported by PGR students as measured through PRES.	UCRKE Heads and Heads of Faculty Research Degrees and Head of Research Environment and Impact and Head of Graduate School	PRES results are released annually.	<b>PARTIALLY COMPLETE</b> CEDARS institutional question found 47% of respondents feel ECR and PGRs are supported to become fully integrated within their Research Centres.  PRES found 61.6% of respondents rated 6-10 (out of 10) for how strongly they feel they belong to a wider community of research.	See A8.

## Action Plan – 2019-2021

### EMPLOYMENT

PRINCIPLE 2: Researchers are recruited, employed and managed under conditions that recognise and value their contributions

ACTION NO.	CONCORDAT SECTION	ACTION	SUCCESS CRITERIA	RESPONSIBLE FOR ACTION	TIMESCALE	PROGRESS**	FUTURE ACTIVITY
B1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive	Review appointment process for new academic staff ensuring that it is open, transparent and uses fair selection	Review completed and appropriateness and effectiveness of recruitment processes assured and assessed to meet the relevant	Assistant Director of HR	February 2021.	<b>COMPLETE</b> Review completed resulting in hiring manager training revamp and advertising attraction piece completed.  82% of those who completed the training rated their experience 8/10 or above.	External review commissioned as part of commitments to Race Equality Charter (EI1).



	selection and appointment practices.	processes to recruit excellence.	criteria of the Greater Manchester Good Employment Charter.			<p>Application to become a member of the Greater Manchester Good Employment Charter Supporters Network Submitted.</p> <p><i>Average of 82% of CEDARS respondents recruited in the past 2 years agree recruitment, selection and appointment processes are fair, inclusive, transparent and merit-based (in line with national aggregate average of 82%).</i></p>	
B2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.	Improve the RKE induction process for new academic staff by monitoring new starters on a monthly basis, creating a welcome email from the RKE Directorate with key contacts and information to be circulated to new starters and the development of an RKE stall to be present at all physical staff induction events.	All new academic starters receive an RKE induction email and therefore feel effectively inducted into RKE processes as evidenced by the results of relevant staff surveys.	RKE Research Development and Training Manager	Ongoing but fully operational by March 2021 and monitored each July.	<p><b>PARTIALLY COMPLETE</b></p> <p>RKE Directorate added to the University online induction portal and welcome email.</p> <p><i>A greater proportion CEDARS respondents (64%) found local level induction useful than that at institutional level (53%).</i></p>	Enhance researcher induction with the development of new staff welcome area on the RKE intranet (E12).
B3	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions, and the diversity of personal circumstances.	Ensure that actions related to promotion and reward are included in the new Equality and Diversity action plan for Research and Knowledge Exchange.	<p>Inclusion of reward components in the new action plan and associated evidence of up-take captured through annual monitoring.</p> <p>Evidence that actions to improve senior researcher</p>	Head of Research Environment and Impact and Equality and Diversity Manager	November 2020 and subsequent annual monitoring.	<p><b>PARTIALLY COMPLETE</b></p> <p>Roll-out of full RKE EDI plan has been delayed due to knock-on impact of Covid on other business (e.g. REF submission); however, responses to CEDARS data has provided further information on work that is required on this action.</p> <p><i>62% of respondents to CEDARS agree that promotion and promotion pathways are clear (above national aggregate of 52%). However smaller numbers (circa 50%) agree or do not know whether promotions are equitable and made on merit.</i></p>	See A5 and B4.



			diversity is effective using annual equality and diversity monitoring mechanisms and associated HESA data.				
B4	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions, and the diversity of personal circumstances.	Support successful navigation of the new Academic Careers Pathways by creating clear resources that signpost researchers to the career development support that is available to help them to achieve promotion and reward mechanisms.	Evidence of implementation of resources that will (in the longer term) result in an increased proportion of successful applications from staff for internal reward and promotion.	Head of University Teaching Academy, People and Development Manager, RKE Research Development and Training Manager.	July 2020 with monitoring on an annual basis.	<b>PARTIALLY COMPLETE</b> Increase in proportion of applicants successfully promoted to Reader and Professor. 18/19: 39% 19/20: 44% 20/21: 48%  In 2021 women and men had comparable success rates and a greater proportion of BAME applicants were successful compared to white applicants.  <i>62% of respondents to CEDARS agree that promotion and promotion pathways are clear (above national aggregate of 52%). However smaller numbers (circa 50%) agree or do not know whether promotions are equitable and made on merit.</i>	<b>Focus Area 2</b> Improve transparency of the academic promotions process with enhanced support, internal funding review and actions co-created with the researcher community (EI3,EF4, EM3 and ER3).
B5	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.	Promotion of The Managing at Man Met training programme.	Evidence of increased numbers of research leaders taking up appropriate line management training working towards 100% participation.	Assistant Director of HR and RKE Research Development and Training Manager.	Ongoing but with annual review points in September 2020 and 2021.	<b>COMPLETE</b> Original programme replaced with new self-directed resource area, including managers support network.  <i>45% of all staff leadership engaged in development during academic year 20/21, an increase by 2% from 19/20 despite the impact of Covid.</i>  <i>CEDARS survey respondents reported high levels of confidence in their abilities as managers (average of 73% in line with national aggregate average of 74%).</i>  <i>61% of researchers agree their manager clearly articulates expectations and 69%</i>	Work with the leadership community to identify the next leadership priority for future development and support focus (EI4).

						<i>agree their manager encouraged them to engage in CPD. These scores are lower than national aggregate data of 77% and 73% respectively and indicate that more work is needed to embed management support.</i>	
B6	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation.	Review of annual PDR process, to align with the delivery of new academic career pathways.	Working towards 100% of researchers selecting their academic career path following PDR discussions.	Assistant Director of HR.	Ongoing and will review in Autumn 2020.	<p><b>COMPLETE</b> The PDR process was reviewed and led to revision of guidance relating to alignment with the Academic Career Pathways.</p> <p><i>100% of academic staff have been aligned to one of the two academic pathways.</i></p>	Continue to embed new PDR toolkits (EI5).
B7	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress.	Maintain existing recruitment policy, issuing fixed term posts only after careful consideration through strategic planning process.	Maintain low number of academic fixed term posts (current level is less than 10%).	Assistant Director of HR	Ongoing and will review in Autumn 2020.	<p><b>PARTIALLY COMPLETE</b> Review of recruitment process for sessional workers is underway. Aims to reduce the proportion of staff on hourly paid contracts. So far a large number of assisting associate lecturers have been offered secure permanent employment contracts.</p> <p><i>The current proportion of academic colleagues on fixed-term posts is 9.3%.</i></p>	New model and supporting toolkit planned to ensure low number of fixed term posts maintained (EI6).
B8	Consider researchers and their managers as key stakeholders within the	Improve representation of researchers in key forums through the recruitment of ECR	"Roles" created and evidence of attendance at relevant forums (e.g. attendance at the ECR forum three times a	RKE Research Development and Training Manager	Ongoing with annual review point in August 2020.	<p><b>COMPLETE</b> ECR Forum utilised to gather feedback on the ECR experience of Covid-19 impact which directly informed development of Covid Research Recovery Fund.</p>	Continue to enhance ECR voice with review of ECR Forum terms of reference and formalisation of

	institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making.	representative to each UCRKE Leadership Team and formation and recruitment of “active researcher” position on the University’s central RKE Committee.	year by UCRKE ECR representatives and attendance at RKE Committee by the Active Researcher Representative.			Active Research Representative role created on RKEC committee and recruited to on an annual basis since 2019.	reporting line (E17).
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## Action Plan – 2019-2021

### PROFESSIONAL AND CAREER DEVELOPMENT

PRINCIPLE 3. Professional and career development are integral to enabling researchers to develop their full potential

ACTION NO.	CONCORDAT SECTION	ACTION	SUCCESS CRITERIA	RESPONSIBLE FOR ACTION	TIMESCALE	PROGRESS**	FUTURE ACTIVITY
C1	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors.	Development of an organisational position statement on learning and development informed by a review of current access to learning and development opportunities across the institution.	Approval and implementation of learning and development statement for the University which provides a clear policy commitment to learning.  Creation of dedicated resources directing staff to all learning and development opportunities provided across the institution.  Evidence of increased uptake of learning and development	Assistant Director of HR	December 2020 and subsequent annual monitoring of uptake each Autumn.	<b>PARTIALLY COMPLETE</b> Learning and Development statement developed and approved, with specific reference to the Researcher Development Concordat ( <a href="#">available on the intranet</a> ).  Learning and Development portal created on the <a href="#">staff intranet</a> with dates of training added to calendar on the intranet homepage.  <i>More work is needed in this area as 41% of CEDARS respondents report spending 3 days or more on CPD in the past 12 months.</i>	<b>Focus Area 3</b> Increase opportunities for researcher development with enhanced and refreshed support, internal funding review and interventions to better enable researchers to take ownership of their development (PCDI1, PCDI4, PCDF1, PCDM3, PCDM4, PCDR1, PCDR5)

			offer in line with the 10 day Principle in the Concordat.				
C2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.	Review of Professional Development Review process and associated training for managers.	Increase in numbers of research staff engaging with training opportunities, participating in PDRs and applying for promotion. – This will be measured by: <ul style="list-style-type: none"> <li>• Training participation rates of staff on the REC Career Pathway</li> <li>• Promotion rate of staff on the REC career pathway</li> <li>• Participation in PDR of staff on the REC career pathway</li> <li>• Participation and outcomes from RKE pathway specific development programme</li> </ul>	People Development Manager and RKE Research Development and Training Manager	August 2021 and subsequent annual monitoring in Autumn each year.	<b>PARTIALLY COMPLETE</b> The PDR process was reviewed in 2020. Following review, toolkits for reviewers were launched in summer 2020 and reviewees in summer 2021 which support the existing process.  <i>87% of CEDARS respondents have participated in staff review in the past 2 years with 53% finding them useful. (National aggregate data is 82% and 58% respectively).</i>  <i>73% of CEDARS respondents with responsibility for management are confident in their ability to manage appraisal/review processes effectively (National aggregate is 76%).</i>  <i>61% of CEDARS respondents without management responsibility agree their manager clearly articulates expectations of their role and performance (National aggregate is 77%).</i>	Improve usefulness of PDRs through development of support for managers around having career conversations (PCDI2)
C3	Access to professional advice on career management	Development of an institutional approach to internal/ external mentoring options.	Establish targeted cross-institutional approach to mentoring and subsequent monitoring and evidence of increased	Head of University Teaching Academy, People and Development Manager, RKE Research Development and Training Manager	December 2020 with subsequent annual monitoring in Autumn each year.	<b>PARTIALLY COMPLETE</b> Mentoring and coaching toolkit refreshed and planned for relaunch on the intranet in November following delay due to Covid.  Creation of a dedicated Coaching and Mentoring Community space on Teams, bringing together staff from Manchester Metropolitan and University of Manchester	Future focus on coaching support through Future RKE Leaders and Good to Great programmes and expansion of the MCR mentoring

			update of opportunities.			<p>to share resources and support CPD. Currently has 149 members.</p> <p>Taking part in the pilot <a href="#">cross-institutional mid-career mentoring programme for Mid-Career Researchers</a>. Launched in July 2021 and designed to support progression, collaboration, and avoid sectoral drain. Currently 16 mentoring pairs are taking part with academics based at 5 different Universities. Evaluation is planned for January 2022.</p>	programme (PCDI3).
C4	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	Trialling of professional career development coaching as part of the Good to Great career development programme	<p>Complete evaluation of coaching value to researcher career development.</p> <p>Report and associated recommendations to RKE Committee.</p>	RKE Research Development and Training Manager	December 2020.	<p><b>COMPLETE</b></p> <p>Programme completed in 2021 with 20 participants. Evaluation found coaching was highly valuable to the career development.</p> <p><i>95% of evaluation respondents found the programme useful in supporting their leadership development and 72% their research identity.</i></p> <p>Report planned for January 2022.</p>	
C5	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	Redesign and relaunch of the Future RKE Leaders development programme following evaluation and alignment with RKE strategy,	<p>Approved programme successfully recruited to and launched.</p> <p>Mid-point review completed informed by feedback from participants to evaluate successful achievement of aims and implementation.</p>	RKE Research Development and Training Manager	Relaunch of programme in April 2021.	<p><b>COMPLETE</b></p> <p>2020 programme successfully recruited to and run. 36 participants took part.</p> <p><i>90% of evaluation respondents found the programme useful in supporting their leadership development and 76% their research identity.</i></p> <p>Evaluation informed design of 2021 programme.</p>	<p><b>Focus Area 3</b></p> <p>Despite success of focused programmes, circa 30% of researchers feel they had time to develop their research identity and leadership skills, below the national aggregate of circa 40%. Plan to Increase opportunities for researcher development with enhanced</p>

							and refreshed support, internal funding review and interventions to better enable researchers to take ownership of their development (PCDI1, PCDI4, PCDF1, PCDM3, PCDM4, PCDR1, PCDR5)
C6	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this.	Creation of internal funding stream to encourage and support cross-sector working. Actions will include a review of existing internal funding schemes. Options identified for reallocation of internal funds into cross-sector support pot. Presentation to RKE Committee.	Evidence that increased number of researchers feel supported to work across sectors.	RKE Research Development and Training Manager	Presentation to RKEC in December 2020 and subsequent annual monitoring (if successfully implemented).	<b>NOT COMPLETED</b> Internal funding schemes disrupted/delayed due to Covid management.  Recommendation made as part of review of RKE funding pots but not taken up this year.	Change in approach needed. Development of a LinkedIn learning resource to support career development planning (PCDI5).
C7	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and	Procurement of institutional HR record system	New core HR System in place and able to provide clear and demonstrable evidence of research staff participation in at least 10 days	Deputy Director of HR&OD and Assistant Director of HR&OD	December 2021 with subsequent annual monitoring in Autumn each year.	<b>NOT COMPLETED</b> The procurement of an institutional HR record system has been delayed. The institution continues to use a combination of self-reporting, survey data and data captured in our existing systems to monitor and report on this. The new Learning and Development Statement aims to support staff and managers to plan professional development	Change in approach needed. Utilisation of CEDARS to track changes in engagement with professional development

	researcher career development reviews.		CPD per annum as per the Concordat Requirement			activities and makes specific reference to the Concordat.	activities and the PDR process (PCDI6)
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