



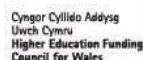
# Every Researcher Counts Train the Trainer Pack

For all research staff

## Programme leader manual

Vitae resources: developing the skills and careers of researchers

Vitae is led and managed by CRAC: The Careers Research and Advisory Centre and supported by Research Councils UK (RCUK) and UK HE funding bodies



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## Acknowledgements

Every Researcher Counts: Train the trainer pack has been designed and developed by Dr Tracey Stead and Emma Day

This programme was originally run as a series of workshops to help practitioners understand and implement the Every Researcher Counts materials. This manual contains a version of that workshop which can be run in institutions in order to help people understand and embed Every Researcher Counts and equality and diversity training.

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# Overview of the programme

## Learning Outcomes

1. Become familiar with manual layout
2. Gain experience of being a participant and a facilitator
3. Consider alternative methods of delivery and potential challenges of delivering the ERC sessions

## Required Resources

For the workshop:

- ERC Workshop Resources Manual – ideally enough for one between two participants
- Treasure hunt hand-out Participant and facilitator versions
- Online access to show Vitae website, ECU resources and website etc.
- Copies of the RDF leaflet (for use with Resource C)
- Facilitator notes on alternative ways to deliver the workshops

## Optional Resources (for reference)

- Background information on the ERC project
- Unconscious bias briefing
- ERC Staff Briefings x 3
- The Concordat
- Information on Athena SWAN, Premia, RCUK Expectations, ECU publications

## Room:

A flat room (i.e. **not** a tiered lecture theatre) that will:

- Comfortably take the number of participants when seated in cabaret style, which is roughly double the space required for lecture style.
- Permit flexible working – pairs, fours
- The layout should be flexible with moveable tables and chairs (ideally one table for every four participants).

## Equipment:

- Flip chart stand, paper and pens.
- A4 paper
- Blu-tack
- Stopwatch, timer, or clock

## ERC train the trainer: Pre-course preparation:

Before the day participants should be sent an email asking them to consider the following:

Think about, and be prepared to discuss:

- Who is responsible at your institution for delivering E&D training? – in general and to researchers
- What are the mechanisms and opportunities for raising awareness of E&D issues with researchers at your institution?
- Familiarise yourself with the RDF (if you are not already familiar) by watching the 5 min video at: <http://www.vitae.ac.uk/researchers/428241/Researcher-Development-Framework.html>
- Consider taking the unconscious bias tests at: <https://implicit.harvard.edu/implicit/uk/>  
This is not essential but an interesting test.

## Facilitator Programme

Time	Activity	Content
9:30	Coffee and registration	
10:00	Introductions and icebreaker discussion:  <i>Slides 1-4</i>	<ul style="list-style-type: none"> <li>• <b>Intros:</b> facilitators quickly introduce themselves and what the day will look like.</li> <li>• <b>Discussion:</b> In pairs or threes, participants spend 10 minutes introducing themselves and explaining what happens at their institution in terms of E &amp; D awareness/training with researchers – <i>participants will have been asked in advance to come prepared to talk about this OR facilitators to investigate institution's E &amp; D policies in advance.</i></li> <li>• <b>Debrief:</b> 10 minutes of group discussions – invite the group to feedback on what they found differs or is consistent across institutions.</li> </ul>
10:20	The Big Picture (the 'why' and 'how')  <i>Slides 5-12</i>	Ppt presentations and Q & A on: <ul style="list-style-type: none"> <li>• E &amp; D issues in research – the national context and need for work to be done on this agenda</li> </ul>
10:45	Activity: The detail (the 'what'):  <i>Slides 13-14</i>	An exploration of the ERC materials and briefings available – activity to quickly familiarize participants with the ERC materials <ul style="list-style-type: none"> <li>• Participants work in pairs to answer questions in a 'treasure hunt' of ERC materials</li> <li>• Allow 15 minutes to work through as many of the ten questions as possible</li> <li>• Allow 10 minutes for participants to call out answers</li> </ul>
11:10	Break	
11:20	Activity: workshop content  <i>Slides 15-18</i>	The group partly carries out training activities in Resources A: Important conversations – <i>a very quick activity for the participants to experience being a participant on ERC training:</i> <ul style="list-style-type: none"> <li>• 5 minute introduction: Resource A overview, explanation of the Session 1 in this workshop (we will not be doing this today)</li> <li>• Facilitate session 1 (note shorter timings than in the ERC manual):               <ul style="list-style-type: none"> <li>○ 1 min: Ask participants to think about a discussion where PI and researcher discuss personal development or changes to working practices.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ 5 mins: Split in to two groups (A and B) to discuss: <ul style="list-style-type: none"> <li>▪ A: How should the PI and researcher interact and manage the meeting/outcomes</li> <li>▪ B: How should the researcher prepare for the meeting</li> </ul> </li> <li>○ 10 mins: A and B feedback, capture points on flipchart and discuss</li> <li>○ 2 mins: Introduce the model for effective conversations (slide 7, resource A2)</li> <li>● Facilitate session 2 (note much shorter timings than in the ERC manual): <ul style="list-style-type: none"> <li>○ 1 min: Split the group into threes and allocate each group one of the Resource A scenarios</li> <li>○ 10 mins: groups discuss the scenarios and their related reflective questions</li> <li>○ 5 mins: very quickly get feedback – one point from each group (normally there would be much more time for this in the full workshop). Ask them to feed back on <b>one</b> of the debrief questions that relate to their scenario – see pages 9 and 10 of Resource A1</li> </ul> </li> <li>● Wrap up the activity – outlining what would happen next in the full workshop</li> </ul>
11.55	Debrief	A whole-group discussion on the activity: what worked, what didn't, how else could the session be run, what could you add or adapt? <i>Add to discussions with the list of alternatives from the hub managers session.</i>

12.05	Activity: being participants  <b>Slide 19</b>	Round Robin training testers – <i>for participants to experience planning and facilitating the ERC training</i> <ul style="list-style-type: none"> <li>• Split the group in to groups (numbers will depend on time available and group size – aim for three or four groups who will each deliver a 20-30 minute session after lunch – mix up institutions, level of experience etc.</li> <li>• Groups are allocated a training activity from the ERC Resources A,C or D and spend the time up to lunch preparing to deliver that activity to the rest of the group: <ul style="list-style-type: none"> <li>○ The groups will have to shorten/edit/abridge their resource to deliver part of it in a short time – be on hand to help them to do this</li> <li>○ If there are several groups – facilitate a negotiation to divide up the resources so that no two groups deliver the same session.</li> <li>○ After lunch, the groups will: <ul style="list-style-type: none"> <li>▪ Give a short intro</li> <li>▪ Facilitate an aspect of the training</li> <li>▪ Debrief the activity with the help of the facilitator and give thoughts on challenges, issues, possible alternatives or adaptations to the activity</li> </ul> </li> </ul> </li> </ul>
12:30	Lunch	
13.15	Activity: delivering sessions	Round Robin sessions: <ul style="list-style-type: none"> <li>• Small groups deliver their planned training activities to the rest of the group</li> <li>• Series of 3 – 5 short sessions depending on numbers: brief intro, activity, debrief and ‘what would happen next’, what are the issues and concerns – what might they add or change?</li> </ul>
14.15	Break	
14.30	Activity: delivering sessions	Round robin continued...



15.30	The Future for ERC <i>Slide 20</i>	Short presentation on the next phase of development for the ERC project
15.35	Next Steps <i>Slides 21-24</i>	Small and whole group discussions on: * How they plan to implement the materials at their institution – group discussions about what they plan to do, what might get in the way, as well as input on where to download/access the manuals and other resources. Facilitators to record the commitments – possibly to follow up at a later date. * What extra support or information do they need to feel confident to use the materials – group discussion
16:00	Close	

## Outline Programme for Participants

Time	Activity	Duration (min)
9:30	Registration and refreshments	30
10.00	Introductions – What happens in your institution in terms of equality and diversity awareness/training?	60
11:00	Break	15
11:15	Activity: experiencing and reviewing the ERC training activities	75
12:30	Lunch	45
13:15	Activity: experiencing and reviewing the ERC training activities (continued)	90
15:00	Break	15
15:15	Next steps: implementing use of the materials  Implementing use of the materials	45
16:00	Close	15

# ERC treasure hunt – participant version

## General Questions

- 1 As well as bringing your own experience, what else is it suggested you prepare to take to ERC courses you facilitate?
- 2 Which resource (A, B, C or D) provides you with a PowerPoint presentation with course content (not case studies/scenarios) for you to use?

## Resource A - Important Conversations

3. How many discussion scenarios are there for the Team management: important conversations workshop?
4. What external resources are available to help staff with issues in relation to Religion and belief?

## Resource B - Career Conversations

5. What are the first group discussion questions in the career conversations course, and how long do the participants have for this discussion?
6. At what point in the career conversations course timetable is it suggested that you use Resource B: the E&D questions adapted from the ECU's 'Managing Fairly' publication

### **Resource C - Using the RDF**

- 7. What documents do you need to provide copies of in the course outlined in Resource C?**
  
- 8. What are the participants asked to do between minutes 20 and 55 of the RDF course timetable?**

### **Resource D - Don't put me in a box**

- 9. How many scenarios and case studies are included in resource D?**
  
- 10. What are the three suggestions for things you could do to supplement the session?**
  
- 11. What can you add in to extend the session from 30 to 45 mins?**
  
- 12. For which scenario do the notes suggest that you are up to date with current legislation?**

# ERC treasure hunt – facilitator’s copy

## General Questions

- 2 As well as bringing your own experience, what else is it suggested you prepare to take to ERC courses you facilitate?**

*Intro Page 5: Copies of institutional policies, relevant legislation and institutional contact details.*

- 3 Which resource (A, B, C or D) provides you with a PowerPoint presentation with course content (not case studies/scenarios) for you to use?**

*Resource A*

## Resource A - Important Conversations

- 13. How many discussion scenarios are there for the Team management: important conversations workshop?**

*Six*

- 14. What external resources are available to help staff with issues in relation to Religion and belief?**

*Page 2 in Resources section:*

- *ECU briefing on Religious Observance in HE*
- *ECU research project on experiences in relation to religion and belief (available since 2011)*

## Resource B - Career Conversations

- 15. What are the first group discussion questions in the career conversations course, and how long do the participants have for this discussion?**

*Page 6: 10 minutes: what defines a career these days & how does anyone develop their career?*

- 16. At what point in the career conversations course timetable is it suggested that you use Resource B: the E&D questions adapted from the ECU’s ‘Managing Fairly’ publication**

*T60-T80 (page 5 timetable) – also mentioned on p10 session description*

## Resource C - Using the RDF

- 17. What documents do you need to provide copies of in the course outlined in Resource C?**

*P4 resources:*

- *Researcher Development Statement*
- *Researcher Development Framework*
- *The Concordat (optional)*

- 18. What are the participants asked to do between minutes 20 and 55 of the RDF course timetable?**

*See P5 and 7-9:*

- *Small groups summarise sections of the RDF*
- *Apply this to four case studies to consider what a development plan might look like for that individual*

## Resource D - Don't put me in a box

- 19. How many scenarios and case studies are included in resource D?**

*Nine scenarios and 30 case studies*

**20. What are the three suggestions for things you could do to supplement the session?**

*P5: Invite a member of staff from a diverse group, invite a postdoc to share experience, Invite someone from the E&D team*

**21. What can you add in to extend the session from 30 to 45 mins?**

*P6: Small group discussions on what they need to be equipped with or need to do as a result of the session.*

**22. For which scenario do the notes suggest that you are up to date with current legislation?**

*P7: Scenario 4 – reducing size of department*

# Powerpoint Presentation

Slide 1



Every Researcher Counts:  
Train the Trainer

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Slide 2



Overview of the day:

- Introductions
- Background to the ERC project
- The ERC workshop materials – familiarisation
- ERC workshop activities
- Feedback from activities
- Planning and future developments

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Slide 3



INTRODUCTIONS

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Slide 4



**Introductions**

**At your institution:**

- Who is responsible for delivering E&D training? – in general, and to researchers
- What are the mechanisms and opportunities for raising awareness of E&D issues with researchers?

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Slide 5



**THE BACKGROUND TO ERC**

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Slide 6



**E&D in Higher Education: the statistics**

**Gender:**

- 15.9% of white male academics are professors, compared to 2.8% of BME female academics
- 22% of male academic staff earned the highest salary grade compared to 10% of female academic staff

**Ethnicity:**

- A higher proportion of white academic staff than BME academic staff earned over £50,000

www.vitae.ac.uk      Equality in higher education: statistical report, ECU 2013

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Slide 7

**the statistics:**

- ✔ **Disability:**
  - ✔ 15.7% of disabled academic staff were in research-only roles compared with 22.7% of non-disabled staff
- ✔ **Age:**
  - ✔ Over half of academic staff aged 25 and under, or 66 and over had teaching-only contracts (52.9% each) compared with 20.1% of academic staff aged 36–40.

www.vitae.ac.uk Equality in higher education: statistical report, ECU 2013

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Slide 8

**Why?**

- ✔ **Bias**
  - ✔ Explicit
  - ✔ Unconscious
- ✔ **Systematic factors (research 'lifestyle')**
  - ✔ Working hours
  - ✔ Travel
  - ✔ Networking
  - ✔ Progression criteria/expectations

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Slide 9

**Drivers for change:**

- ✔ Political correctness
- ✔ Legal compliance
- ✔ Equal chances of success for researchers – stop wasting talent?
- ✔ Demonstration of commitment, e.g.:
  - ✔ REF environment statement
  - ✔ Athena SWAN charter
  - ✔ RCUK E&D statement

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Slide 10



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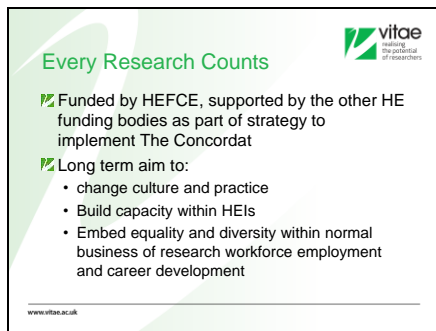
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Slide 11



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Slide 12



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Slide 13

**Every Researcher Counts** 

**Desired project outcomes, 2011**

- Ensure equality and diversity is understood, visible and prioritised
- Build capacity within universities through high quality targeted resources
- Build network of informed, experienced 'champions'
- Provide mechanisms to share good practice and increase knowledge base
- Increase knowledge, expertise and capacity of staff developers working with PIs and research staff

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Slide 14

**Every Researcher Counts 2011** 

- 2 events (London and Scotland) for PVCs and Senior Managers, as part of implementation of the Concordat
- Network of approximately 90 champions, from 78 universities (28 research intensive)
- Dedicated section on the Vitae website
- Launch events and train the trainers
- Presence at a number of relevant conferences

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Slide 15

**Every Researcher Counts** 

**Current resources and materials**

- Suite of facilitated resources for PIs
- Briefings detailing benefits and recommending actions for
  - Principal investigators
  - Senior managers and human resources specialists
  - Staff developers
- Institutional strategic approaches and individual case studies

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Slide 16



**Workshop manuals**

- ✔ Resource A: Team management: Important conversations
- ✔ Resource B: Career conversations
- ✔ Resource C: Using the Researcher Development Framework

**Case Study Exercise**

- ✔ Resource D 'Don't put me in a box'

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Slide 17



**ACTIVITY: GETTING TO KNOW THE MATERIALS**

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Slide 18



**Treasure Hunt!!**

- ✔ Use the ERC resource manual to find the answers to the questions on the sheet
- ✔ answer as many as you can in the time available

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Slide 19

**The workshop manual: overview**



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- ✔ a set of training and reference materials to support institutions' existing diversity policies and leadership programmes
- ✔ flexible and easy to embed
- ✔ standalone sessions or can be incorporated into pre-existing programmes
- ✔ to be delivered by staff developers with principal investigators as primary audience
- ✔ Case study and scenario-based to put it into 'real-life'

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Slide 20

**ACTIVITY: USING THE MATERIALS – PART 1**



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Slide 21

**Activity: Resource A**



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Team Management: Important Conversations

- Session 1: Introduction
- Session 2: Important conversations
- Session 3: Looking at practicalities
- Session 4: Reflecting and planning

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Slide 22

**Activity: Resource A**

Team Management: Important Conversations  
Session 1: Introduction  
**Session 2: Important conversations**  
**Session 3: Looking at practicalities**  
Session 4: Reflecting and planning

  
realising the potential of researchers

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Slide 23

**A4: A model for effective conversations**

  
realising the potential of researchers

**✔ Prepare**  
Effective conversations are based on negotiation not on bargaining or positioning. Start by thinking what the issues are, what your obligations are as an employer under equality law and what is feasible within your department

**✔ Isolate the problem**  
Where possible, isolate the issues – are they unique to this individual? Is there precedence for dealing with this or similar issues that can be learned from?

**✔ What are the solutions**  
Focus on the need to find a solution

**✔ Where possible, identify options which benefit both parties**

**✔ Try to be objective**  
Be clear on the objectives of the conversation and what you hope will be the outcome of the measures that are introduced to manage the issue

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Slide 24

**Six important conversations**

  
realising the potential of researchers

- In pairs or threes, discuss one of the prepared scenarios

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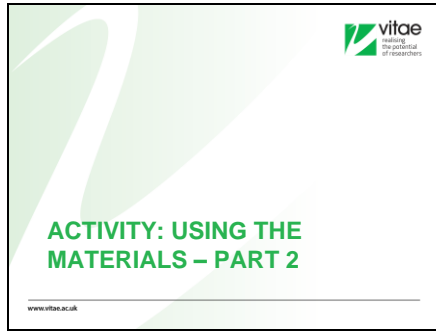
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Slide 25



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realising  
the potential  
of researchers

**ACTIVITY: USING THE MATERIALS – PART 2**

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Slide 26



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realising  
the potential  
of researchers

**Over to you:**

- In groups:
  - Plan to deliver a short session/ activity from Resource B, C or D
- After lunch you will:
  - Briefly introduce your activity
  - Facilitate the activity
  - Debrief the activity and give thoughts on challenges, issues, possible alternatives or adaptations to the activity

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Slide 27



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of researchers

**THE ERC PROJECT: PLANNED DEVELOPMENTS**

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### Every Researcher Counts 2013-15

The project going forward

- Regional series of train the trainer events
- Conference programme – Scotland, Yorkshire, London
- Development of an additional resource for Research Staff
- 'Right answer' scenarios to the existing resource
- Further case studies, current use, good examples etc
- 10 things your institution could do flyer
- Resources to contextualise eg. Why is agenda important
- Web development – layout of resources and online community

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## About Vitae

Vitae is supported by Research Councils UK (RCUK), UK HE funding bodies and managed by CRAC: The Career Development Organisation and delivered in partnership with regional Hub host universities.

### Our mission:

To lead world-class professional and career development researchers

### Our aims:

- build human capital by influencing the development and implementation of effective policy relating to researcher development
- enhance higher education provision to train and develop researchers
- empower researchers to make an impact in their careers
- evidence the impact of professional and career development support for researchers.

## Vitae's work with higher education institutions

Vitae works with higher education institutions (HEIs) to embed professional and career development in the research environment. Vitae plays a major role in innovating, sharing practice and enhancing the capability of the higher education sector to provide world-class professional development and training of researchers. We do this both through national and international projects.

The programme develops resources for use by trainers and others working with researchers, and provides opportunities for HEIs to share information and practice; develop ideas and approaches; and work collaboratively.

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