59 responses received, much lower than 162 responses received for the 2013 survey. However, the 2015 survey was targeted at staff who had direct research leadership responsibilities for other staff and students. In 2013, 18% of respondents had no responsibility for research students and in 2015 this figure dropped to 3%. Also in 2013 66% and 63% had no responsibility for academic or research staff and the comparative figures dropped to 31% and 24%. This provides a more focused insight to assist in planning future activity to support the development of research leaders but a larger consultative framework will need to be developed.

Across the factors of recognition and reward the scores from respondents were representative of all sector responses in regard to importance of role. University respondents generally scored higher than all sector responses. Areas that were deemed to be valued least by the institution were team motivation, budget management and providing career advice (response not out of keeping with all respondents).

The top three areas identified by 40% or more respondents for further development were managing staff performance, managing projects/project finance and providing career advice.

Over 80% had been appraised and only 2 respondents indicated that they had received no offer of appraisal. The majority found appraisal useful to highlight issues, identify strengths, lead to further training, focus on career goals and in reviewing personal progress. Only 39% thought appraisals were useful in leading to changes in work practices. Overall responses to appraisal were more positive that all respondents to the survey.

Across all categories of engagement (Q17) University respondents scored higher than all respondents. Marked differences were recorded to the question “I believe I am well led by institutional senior management” (University 75%; All 41%) and “I am satisfied with my work-life balance” (University 63%; All 45%).

88% of respondents agreed or agreed strongly that the University was committed to equality and diversity, and this was higher than the all survey response. This distinction was seen across all the protective characteristics.

All University PIRLS results can be accessed at:
http://intranet.hud.ac.uk/media/intranet/content/hr/downloads/PIRLS_2015_institutional_results.pdf