



TOWARDS HR EXCELLENCE IN RESEARCH:

Action Plan 2018-20



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Key:

On-going

New

Introduction

The University of the West of Scotland first achieved the HR Excellence in Research Award in June 2016. Since then we have been aiming to improve our research environment through the delivery of the [2016-2018 action plan](#). This action plan further supports our commitment to the [Concordat to Support the Career Development of Researchers](#) by identifying continuous actions as well as new actions to take consideration of the ever changing landscape for HE and in particular researcher needs.

This action plan has been established as a result of on-going reviews via the Concordat Implementation Steering Group, Focus Groups that were held with academic staff and consideration to good HR practice.

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.

Evidence of current progress

We have reviewed our recruitment and selection policy, procedure and practices to take account of researcher needs and good practice. To support the implementation of this, line managers have the opportunity to attend a workshop aimed at improving their skills and they can also access manager's guidance which is available on our People & OD intranet page. Our HR Business Partner team work closely with line managers throughout the recruitment and selection processes to ensure compliance with relevant legislation and that recruitment decisions are based on merit. Work will continue with line managers in relation to unconscious bias through the recruitment and selection process through our continued support of Athena Swan and provision of on-line training. Since 2017 all researchers have been employed on an academic contract of employment, which was implemented as a direct result of feedback from researcher focus groups, providing better opportunity for career progression and mobility.

We have also enhanced our approach to University and local induction processes and from 2016 have been delivering a specific induction for researchers, which has been well received, and the format has evolved through feedback from participants. This action plan identifies the need for an academic induction and it is anticipated that research will be a core element of this.

Point	Key	Actions	Measures of Success	Lead	Target Completion Date
1.1		The University Court will monitor closely the progress against Key Performance Indicators	<ul style="list-style-type: none"> Improved performance in the REF 2021 	University Court	Ongoing
1.1		Provide a range of training and peer-to-peer support to assist 100% of new academic staff to contribute to peer reviewed outputs by AY 19/20 and measure progress towards this target annually	<ul style="list-style-type: none"> 90% of Academic and Research Staff to have profiles on Academic Portal 100% Staff to have Research Outputs 	Research and Enterprise Committee (REAC)	Publication data reported to REAC 3 times per year

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			showing on Portal		
1.1		The University Research and Enterprise Advisory Committee (REAC) will monitor closely the implementation of the Research and Enterprise Enabling Plan. The Concordat Implementation Steering Group is a formal sub-committee of REAC.	<ul style="list-style-type: none"> • Delivery of Action Plan 2018-20 • Improved Research Environment, measured through CROS/PIRLS 	Vice Principal (Academic)	Concordat Implementation Steering Group meets twice per year.
1.2		Develop and deliver management training on recruitment and selection, which will be essential for all members of a recruitment panel. Unconscious bias training will also be a first and essential facet of this action.	<ul style="list-style-type: none"> • 50% of new managers accessed training 	P&OD	Ongoing
1.2 2.4		Develop and implement academic career pathways that supports academic career development and progression by establishing distinctive but transferable routes from entry level through to professor level. This will include the revision of role profiles, establishing the minimum requirements and expectations of all academic roles. Through the development of career pathways, consideration will be given to a research track, supporting our commitment to our research environment.	<ul style="list-style-type: none"> • Career Pathways launched and understood • 100% of academic staff mapped to appropriate pathway • Established clear routes for progression 	P&OD, with support from Schools and UWS Academy	July 2019
1.3		In continuing with the provision of bridging opportunities (short-term arrangements from one contract to another), agree how the financial support and access to bridging fund will be sustainable.	<ul style="list-style-type: none"> • 75% of applications approved 	ADREs	July 2019
1.4		An action plan will be created by October 2018 to reflect what is required to achieve the equality outcomes by 2021.	<ul style="list-style-type: none"> • Action plan created and published 	P&OD	October 2018
1.4		Develop and deliver management training on recruitment and selection/progression, which will be essential for all members of a recruitment/progression panel. Unconscious bias training will also be a first and essential facet of this action.	<ul style="list-style-type: none"> • 50% of new staff accessed the unconscious bias training 	P&OD	Ongoing
1.4		Ensure the practice on giving at least verbal feedback to unsuccessful candidates who request it is embedded within our recruitment and selection/progression procedures.	<ul style="list-style-type: none"> • candidates provided with feedback on recruitment /selection or progression upon request 	P&OD	Monitored Annually
1.4		The University has used the Vice Principals fund to support PhD studentships as part of the corporate strategy to increase the number of University funded research students. The annual studentship call has been revised to channel funds towards early career researchers and funding may be utilised to provide match-funded scholarships, part fund scholarships and/or fully funded scholarships	<ul style="list-style-type: none"> • VP Fund has committed to support 50+ PGR students . 	Graduate School (Doctoral College from 1/8/18)	Monitored Annually

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.

Evidence of current practice

My Contribution

In 2017 the University implemented My Contribution which replaced the previous performance, development and review processes (87% completion rate for 2017/18). My Contribution aims to ensure that all our staff has a clear understanding of their SMART objectives and a place in the conversation to discuss reward/promotion and career development/progression. As part of the My Contribution discussion, the reviewee and the reviewer jointly discuss and agree any development needs that have been identified to either support the achievement of individual objective(s) or career development/progression. This informs the individuals development plan which they are then accountable for progressing. A range of support is available to both reviewers and reviewees. In 2017 c80 workshops were delivered with c750 staff attending. Additional support is available via the People & OD intranet page.

Employment Conditions

Since 2017 all researchers have been employed on an academic contract of employment, which was implemented as a direct result of feedback from researcher focus groups, providing better opportunity for career progression and mobility.

Reward & Recognition

In relation to rewarding academics through salary recognition and reward, we have a high conversation rate from application to successful outcome (90% in 2016/17).

We have a fairly appropriate number of academics who apply for promotion, however, the conversation rate from application to successful (<50%) must be improved and we have identified that as an action for this plan.

Point	Key	Further Actions Planned	Measures of Success	Lead	Target Completion Date
2.1		Review Salary Reward & Recognition Scheme to take account of best practice, legislation and equity in relation to researchers.	<ul style="list-style-type: none"> Increase application by 50% 	People & OD	August 2019
2.1 2.3		Determine individual researcher’s needs in terms of their development and career progression through My Contribution, establishing and agreeing the support available to them (inc. development opportunities, appropriate career pathway etc). Time to support development and career development will be allocated in any bids for resources should the researcher be employed on a fixed term contract.	<ul style="list-style-type: none"> 85% of researchers completing My Contribution 	All Line Managers	On-going
2.2		Review and implement the appropriate recommendations to the Taylor Review through the Partnership Forum.	<ul style="list-style-type: none"> Reduction of Zero Hour Contracts Improved satisfaction rates in bHeard 	P&OD	June 2020
2.2		Continue to analyse feedback from CROS and PIRLS and bHeard (employee engagement survey) to inform future developments in reward and recognition.	<ul style="list-style-type: none"> Improved satisfaction levels in CROS and PIRLS/bHeard 	P&OD	BHeard 2019 CROS/PIRLS 2020

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2.3		Provide access to advice and guidance to line managers on My Contribution via on-line guidelines and face-to-face from P&OD professional.	<ul style="list-style-type: none"> • Advice and guidance easily accessible • 85% completion rate for My Contribution 	P&OD	July 2018 July 2019 July 2020
2.4 1.3		In continuing with the provision of bridging opportunities (short-term arrangements from one contract to another), agree how the financial support and access to bridging fund will be sustainable.	<ul style="list-style-type: none"> • 75% of applications approved 	ADREs	July 2019
2.3 2.4 2.6 1.2		Develop and implement academic career pathways that supports academic career development and progression by establishing distinctive but transferable routes from entry level through to professor level. This will include the revision of role profiles, establishing the minimum requirements and expectations of all academic roles. Through the development of career pathways, consideration will be given to a research track, supporting our commitment to our research environment.	<ul style="list-style-type: none"> • Career Pathways launched and understood • 100% of academic staff mapped to appropriate pathway • Established clear routes for progression 	P&OD, with support from Schools and UWS Academy	July 2019
2.4		Develop a strategic approach to workforce planning.	<ul style="list-style-type: none"> • Effective use of resources • Right people in the right job at the right time 	P&OD	July 2019
2.5		Review the criteria for promotion via the Academic Promotion Procedure ensuring alignment with the Academic Career Pathways.	<ul style="list-style-type: none"> • enhancing/increasing opportunity and support for promotion 	P&OD	August 2019
2.5		Develop a clear communication strategy for launching the revised criteria for the Academic Promotion Procedure.		P&OD	September 2019
2.6		Support and increase engagement with the Early Career Researchers Forum This forum will be launched in June 2018.	<ul style="list-style-type: none"> • Piloted in 2018-19 • success will be measured by the creation of an annual sustainability plan and attendance at events 	RAID and Concordat Steering Group	Monitored annually
2.6		Current levels of mentoring provision will be extending in line with evaluations. All schools will have mentoring opportunities available to staff in addition to the mentoring available through Grant Accelerator and university schemes and Aurora.	A range of options available to staff across the institution for supportive and constructive mentoring	Schools, RAID and P&OD	Spring 2019

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.

Evidence of current practice

Career Pathways and Academic Development

How we support academic staff has been reviewed and as a result a new centre for excellence has been created 'Academic Life' and is due to become operational in August 2018. This team will support individual academics through their career journey and a new post has been created specifically for researcher development. This review has delayed our original plans to develop and implement academic development and academic career pathways. However, this is still very much a commitment for UWS and work is now well underway in the design and consultation for these major components that contribute towards the support and career development of researchers.

New Development Programmes

However, from 2016 – 2018 we have supported researchers through researcher induction, research leader programme and grant accelerator programme.

Careers Advice

Researchers can now access independent careers advice and guidance from our Careers Service, which aims to help them plan for their career development and progression either into academia or industry.

Induction

We have also enhanced our approach to University and local induction processes and from 2016 have been delivering a specific induction for researchers and 108 staff have registered for these sessions repeating every six months. The format has evolved taking evaluation from participants into consideration. This action plan identifies the need for an academic induction and it is anticipated that research will be a core element of this.

Mentoring

The Research Mentoring Network was introduced to support the development of research mentoring relationships across the UWS academic community. It provides resources relevant for both Mentors and Mentees and through the network, mentees can view a list of registered mentors who have specified an area of expertise and contact them direct to arrange a meeting. Through the AURORA development programme mentees are matched with mentors and participants on grant accelerator are invited to join a mentoring group. The various mentoring schemes will be reviewed as part of the 2018-2020 action plan to embed mentoring for researchers.

Point(s)	Key	Further Actions Planned	Measures of Success	Lead	Target Completion Date
3.1		Review current Research Development Programme in line with the career pathways.	<ul style="list-style-type: none"> Paper to REAC outlining outcomes of the review and recommendations of future provision. 	UWS Academy	March 2019
3.1		Within UWS Academy, recruitment is underway for an academic research developer to review and develop our current the Research Development Programme (RDP) to include (not restricted to areas on induction, career planning & progression and Performance management and development, managing and developing a team.	<ul style="list-style-type: none"> Refresh of RDP programme and addition of new and intensive development 	UWS Academy/Doctoral College	October 2019

University of the West of Scotland: Evidence and Action Plan to support the implementation of the Concordat to Support the Career Development of Researchers

			opportunities.		
3.1 1.2 2.4		Develop and implement academic career pathways that supports academic career development and progression by establishing distinctive but transferable routes from entry level through to professor level. This will include the revision of role profiles, establishing the minimum requirements and expectations of all academic roles. Through the development of career pathways, consideration will be given to a research track, supporting our commitment to our research environment.	<ul style="list-style-type: none"> • Career Pathways launched and understood • 100% of academic staff mapped to appropriate pathway • Established clear routes for progression 	P&OD, with support from Schools and UWS Academy	July 2019
3.2		Working with RAID and the Doctoral College, UWS Academy will deliver a comprehensive range of development opportunities for research staff.	<ul style="list-style-type: none"> • Elements of the programme piloted and evaluated in 2018/19 session. 	UWS Academy	July 2019
3.2		Careers Team to review delivery to research staff. Targeted advice sessions could be offered through collaboration with line managers/mentors promoting access to advisory team	<ul style="list-style-type: none"> • Increase in use of careers advisers by research staff 	Careers and Skills Manager	February 2019
3.2		As the UWS Academy becomes fully established over the course of the next action plan it will develop a full academic induction. Research Induction will be embedded in this full academic induction	<ul style="list-style-type: none"> • Launched and evaluated in the 2018/19 session 	UWS Academy	July 2019
3.2 4.1		Conclude the development of and launch the Academic Professional Development Framework (APDF).	<ul style="list-style-type: none"> • Launched and evaluated in the 2018/19 session 	UWS Academy	July 2019

C. Support and Career Development

Principle 4

The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.

Evidence of current practice

My Contribution

All researchers have the opportunity to participate in My Contribution and in 2017 87% of employees completed their reviews. This provides a fundamental platform for the reviewer and reviewee to discuss openly development needs and what support is available both internally and externally to support the career development of our researcher community.

Development open to researchers

In 2017 the University launched a training portal which aims to capture all of the internal training available. All internal training is available to researchers. Additionally, actions identified below in relation to specific academic development opportunities.

Teaching opportunities as part of career development

With researchers now on academic contracts, they now have the opportunity to undertake teaching duties as part of their role. This is discussed via the My Contribution discussions where individual needs and aspirations are explored.

Researcher input to Policy and Practice

Researchers are members of the Concordat Implementation Steering Group where they have the opportunity to provide their views and feedback on proposals to policy changes and improvements to practice. It is intended that the Researcher Forum will feed into developments once it is fully established.

Mentoring

As outlined under principle 3 Mentoring is available but not consistently used across the institution. We have identified that further work is required to embed the mentoring provision for researchers.

Point	Key	Actions Planned	Measures of Success	Lead	Target Completion Date
4.10 4.11		Conclude the development of and launch the Academic Professional Development Framework (APDF),	Launched and evaluated in the 2018/19 session.	UWS Academy	July 2019
4.11 4.12		Integrate Teaching and Learning activities into Associate Fellow HEA structure.	Launched and evaluated in the 2018/19 session	UWS Academy	July 2019
4.14		Promote mentoring through researcher induction and P&DR Process.	Evidence of new mentor and mentee relationships.	RAID, P&OD and UWS Academy	May 2019 May 2020

University of the West of Scotland: Evidence and Action Plan to support the implementation of the Concordat to Support the Career Development of Researchers

4.11		Develop, launch and evaluate an APD Programme consisting of a calendar of events focusing on Learning & Teaching, Research & Enterprise, and Global Engagement. This will include opportunities for all staff to engage formally and informally with face to face and online sessions, online resources, and staff networks. Sessions will be developed and led by UWS Academy staff, relevant colleagues from across UWS, and external guests.	Provision in 2018/19 to be evaluated after the session and after a 3/6 month interval to ascertain impact. Outcome of evaluation will influence decision of 2019/20 programme.	UWS Academy	Pilot for 2018/19 and enhanced and finalised 2019/20
4.11		Deliver an optional module within the PG CAP called Academic Research in Practice. This module is designed to support participants to develop a sustainable research portfolio. Participants will be introduced to a range of topics to promote engagement in research activity including, good practice in research degree supervision, effective practice in writing funding proposals and writing for, publications as well as ethics and integrity in research in higher education.	The module will be fully evaluated after its first delivery. Part of this evaluation will be the number of participants who sign up for this over other option modules.	UWS Academy	Launch January 2019 and evaluated July 2019.
4.11		Creation of resource for new PIs. We intend to create a new session and resources to support PIs/Research Leaders. This will cover relevant topics (finance, recruitment, governance) and “case studies”!/advice from experienced PIs on a range of issues/pitfalls to avoid.	<ul style="list-style-type: none"> • Positive evaluation feedback following attendance and interest/registrations 	RAID/UWS Academy	By summer 2019
4.14 2.16		Current levels of mentoring provision will be extending in line with evaluations. All schools will have mentoring opportunities available to staff in addition to the mentoring available through Grant Accelerator and university research mentoring network and Aurora.	<ul style="list-style-type: none"> • A range of options available to staff across the institution for supportive and constructive mentoring 	Schools, RAID and P&OD	Spring 2019

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.

Evidence of current practice

Ethics and Integrity

Ethics and integrity training will continue to be offered and the University Ethics Committee will work with schools to embed ethics and integrity culture across the University. The Epigeum suite of on-line training modules has been made available and will be disseminated more strongly through Research and Impact Development, Doctoral College and through school committees.

Knowledge Exchange

The Enterprise and Employer Engagement team continue to work with academic schools to identify knowledge exchange and KE opportunities and will launch and pilot the Enterprise Accelerator plus media training workshops in the 2018-19 session to help researchers develop their ability to transfer knowledge to industry and policy makers.

UWS Crucible

Based on the award winning Scottish and Welsh Crucible model, UWS Crucible 2017 offered 30 early career researcher participants an opportunity to complete a personal, professional and leadership development for the future research leaders and supported research-inspired innovation and cross-disciplinary collaboration leading to 8 seed funded collaborative research projects. Plans are underway to offer UWS Crucible 2019.

Point	Key	Actions Planned	Measures of Success	Lead	Target Completion Date
5.2		Continue to develop strategic partnerships with business, industry and public sector to facilitate knowledge exchange and exploitation of UWS Expertise and IP.	<ul style="list-style-type: none"> Engage with 10 new industry projects per annum Engage with 10 new industry projects per annum 	Enterprise & Employer Engagement	Ongoing
5.2		Continue to offer workshops and course on Knowledge Exchange, commercialisation of research including intellectual property and company spin-out and start up.	<ul style="list-style-type: none"> Attendance and positive feedback evaluation of workshops 	Enterprise & Employer Engagement	Ongoing

University of the West of Scotland: Evidence and Action Plan to support the implementation of the Concordat to Support the Career Development of Researchers

5.2		Work with the UWS Academy on the academic development framework to provide CPD to staff on a range of enterprise topics. This will include the pilot of the Enterprise Accelerator in 2018/19.	<ul style="list-style-type: none"> Delivered in line with demand Evaluations maintain high levels of satisfaction 	Enterprise & Employer Engagement with UWS Academy	July 2019
5.4		Career management and employability workshops to continue to be offered, integrated into the Researcher Development Programme..	<ul style="list-style-type: none"> Evaluations including CROS surveys maintain high levels of satisfaction. 	Careers Service	Ongoing
5.4		Research Staff will continue to be offered access to resources and 1-2-1 sessions with career advisors on CV building and managing their career development. The take up of this has not been what we anticipated and we hope to increase this by additional communication and networking	<ul style="list-style-type: none"> Research Staff are able to access careers advice and guidance. 	Careers Service	Ongoing
5.5		<p>Develop and implement academic career pathways that supports academic career development and progression by establishing distinctive but transferable routes from entry level through to professor level. This will include the revision of role profiles, establishing the minimum requirements and expectations of all academic roles.</p> <p>Through the development of career pathways, consideration will be given to a research track, supporting our commitment to our research environment.</p>	<ul style="list-style-type: none"> Career Pathways launched and understood 100% of academic staff mapped to appropriate pathway Established clear routes for progression 	P&OD, with support from Schools and UWS Academy	July 2019
5.5		Following UWS Crucible 2017, launch UWS Crucible 2019 – future leaders programme.	<ul style="list-style-type: none"> Collaborative project applications. Evidence of connections between cohorts Evidence from participants that it delivers game-changing impacts on attitudes and behaviours. 	Research & Impact Development	Continuing from the 2016-2018 plan.

5.5		The UWS Academy will have a dedicated web based resource to advertise their full range of programmes for academic development including researcher development.	• Launch of resource	UWS Academy	January 2019
5.5		Liaise with research managers in the integration of resources within the careers and skills portal and research specific intranet resources. Identify existing resources, those which can be developed and any gaps in provision.		Careers & Skills Manager	August 2018

E. Diversity and Equality

Principle 6

Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.

Evidence of current progress

Athena Swan

UWS is proud to hold the Athena SWAN bronze accreditation. This recognises our efforts to pursue gender equality and to advance women's careers – especially in science, technology, engineering, maths and medicine (STEMM) subjects. Renewal of the institutional Bronze award is due in April 2019.

At UWS, we are committed to equality and diversity in all we do. Recently we have:

- become a Stonewall diversity champion, committing to LGBT+-friendly practices
- signed up to the Listen campaign, tackling discrimination for young people leaving the care system
- played an active part in the Standing Safe campaign to prevent sexual violence on campus
- delivered training in equality and unconscious bias to 250 staff
- hosted campus events to promote inclusion – from World Hijab Day to International Women's Day.
- UWS Staff groups established for BME and LGBT+ staff with further staff groups planned.
- UWS is accredited as a Disabled Confident Employer, ensuring Inclusive employment practices.
- Review of Policies undertaken to include policy, procedure & performance improvement, for example the Returners Scheme.
- PSED Report and Equality Outcomes Published in 2017 focusing on Gender, LGBT+, Race Equality and Disability an action plan is currently in place.

Point	Key	Actions Planned	Measures of Success	Lead	Target Completion Date
6.3		Ensure schools & departments monitor the engagement of Equality Essentials modules on Moodle and encourage staff to complete. By looking at systems such as PURE to allow staff to update and be responsible for their development.		P&OD	September 2019
6.3		As issues are identified, refer to the Equality, Diversity & Inclusivity committee to take appropriate actions.	• Increased staff awareness of equality, diversity	P&OD	On-going

University of the West of Scotland: Evidence and Action Plan to support the implementation of the Concordat to Support the Career Development of Researchers

			<p>and inclusivity at UWS.</p> <ul style="list-style-type: none"> • Increased knowledge will be used in interactions with others and in decision making processes throughout UWS. 		
6.7		Monitor progress of the implementation of the Equality, Diversity & Inclusivity (ED&I) Action Plans		P&OD	On-going
6.7		Continue to deliver the management development programme (HR for Managers 5) which will include bullying and harassment.	<ul style="list-style-type: none"> • 50% of newly appointed line managers undertake the training 	P&OD	On-going
6.7		Athena Swan Institutional Bronze application in April 2019 and STEM schools in November 2019.	<ul style="list-style-type: none"> • Awards received in November 2019 for institution and April 2020 for Schools. 	Athena Swan SAT	November 2019 and April 2020

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.

Evidence of current practice

Chaired by the VP Academic, the Concordat Steering Group is now well established and membership is regularly reviewed, as there has been a significant amount of organisation change during the period 2016-18. The Group reports to REAC and monitors progress towards the actions in this plan allowing for cross team discussion around the principles of the Concordat and actions that require cross-university input or executive decisions. Three of the six (soon to be five) ADREs are on the Concordat Steering Group to ensure delivering the concordat is a priority at school level. In December 2017, an update meeting was held for all ADRE to highlight the need for them to be cognisant of the Concordat when reviewing local induction. In practice, the group had found that it is more effective if they meet twice per annum and have additional extraordinary meetings as required, for example, developing new actions plans.

UWS continues to engage in national initiatives through membership of VITAE and active members of the ScotHeard (Research Development) and Scottish Higher Education Development (SHED) networks.

Point	Key	Actions Planned	Measures of Success	Lead	Target Completion Date
7.1		Integration of the activities will be managed through the Concordat Implementation Steering Group with the expectation that much of the activities will be led by appropriate teams in the University.	• Progress of Action Plan	CISG	On-going
7.2		Concordat Implementation Steering Group to meet 2 (previously 3) times per year to monitor progress. The costs of Concordat implementation will be met by the appropriate School, P&OD, Research Services and Enterprise Services budget.	• Progress of Action Plan	CISG	On-going
7.3 7.4		Concordat Implementation Steering Group will continue to engage in national initiatives.	• Attendance at ScotHeard and SHED • Membership of Vitae	CISG	On-going
7.5		Continue to monitor progress against identified actions contained in Athena Swan Action Plan	• Successful applications for accreditation	Athena Swan SAT	On-going

Glossary of terms

Acronym	Description
APDF	Academic Professional Development Framework
ARMA	Association for Research Managers and Administrators
Athena Swan	National scheme, recognises a commitment to supporting and advancing women's careers in science, technology, engineering, maths and medicine
AURORA	Leadership Foundation for Higher Education: women only leadership programme
bHeard	UWS staff Engagement Survey
CPD	Continuous Professional Development
CPL	Continuous Professional Learning
CROS	Careers in Research Online Survey gathers the views of research staff in UK higher education institutions
ED&I	Equality, Diversity and Inclusivity
HEA	Higher Education Academy, national body championing teaching quality
HEI	Higher Education Institution
IP	Intellectual Property
ITDS	Information Technology & Digital Services, department at University of the West of Scotland
KPI	Key Performance Indicator
P&OD	People and Organisational Development, department at University of the West of Scotland
PDP	Personal Development Plan PDR/ P&DR Performance and Development Review
PIRLS	Principal Investigators and Research Leaders Survey gathers views of staff in UK higher education institutions
PURE	PURE is a web based information management and repository system
RDF	Research Development Framework for professional development produced by Vitae
RDP	Researcher Development Programme
R&E	Research and Enterprise
REAC	Research and Enterprise Advisory Committee at University of the West of Scotland
REGS	Regulations
ScotHERD	Scotland and Northern Ireland researcher development practitioner group
STARS	Staff Appreciation and Recognition Scheme at University of the West of Scotland
STEMM	Science, technology, engineering, maths and medicine UEC University Executive Group
VITAE	International programme led and managed by CRAC, a not-for-profit registered UK charity

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