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of researchers

The Concordat
to Support the Career Development of Researchers

TOWARDS HR EXCELLENCE IN RESEARCH:

Concordat Implementation: Gap Analysis and Action Plan

Updated May 2018

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Concordat to support the Career Development of Researchers

Progress Update: Action Plan 2016-2018

Publication Date: 1 June 2018

Actions relating to Principle 1: Recruitment and Selection **'Recognition of the importance of recruiting, selecting & retaining researchers with the highest potential to achieve excellence in research'.**							
REF	**No.**	**Action**	**By whom**	**Completed**	**Comment**	**Success Measures**	**Continuous Review Date (where applicable)**
1.1	1.	The University Court will monitor closely the progress against Key Performance Indicators.	University Court	Ongoing	The Research and Enterprise enabling plan clearly identifies our intentions to reach new heights in research excellence and enterprise success along with an increase in income associated with both.	A range of corporate KPIs are set including improved performance in the REF 2021	Ongoing
	2.	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/	Research and Enterprise Committee	Ongoing	Each school has put their own arrangements in place to support this action. Writing groups and writing retreats are available across UWS. PURE is the CRIS system and repository for REF 2021 open access compliance. The R&E operation plan 2018-2019 includes support for three writing retreats and research staff will be encouraged to apply for places. Are we also promoting the wider academic profile – other activities listed and full engagement with development of robust profiles.	85% of academic and research staff have profiles on the UWS Academic Portal At April 2018, 77% have research outputs showing in the UWS Academic Portal.	Publication data reported to REAC 3 times per year
	3.	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.	Vice Principal (Academic)	Ongoing	The Concordat Steering Group is now well established and the Vice Principal Academic, a member of the University Executive chairs both group to ensure that the operation of the UWS Research and Enterprise Committee takes appropriate decisions with due consideration to the Concordat and UWS Concordat Action Plan.	The Concordat Steering meets to review actions at least two times per years and reports to REAC annually.	Meetings held 2 times per year
1.2	4.	Review Recruitment & Selection Policy and Procedures to align with best practice, specifically recognising equality, diversity and the candidate experience.	P&OD	July 2016	The policy and procedure has been reviewed but delayed due to extensive consultation with trade unions in respect to Probationary Periods. This has now been resolved and the procedure will be submitted to VCEG & PRC in June 2018 along with all other resourcing	Policy reviewed and agreed. Recruitment is transparent, fair and objective. Increased emphasis on flexible employment	

				procedures. In practice, the composition of panels reflects good practice in relation to gender balance.	opportunities in our recruitment campaigns.	
	5.	Review current recruitment and selection practices and align future practices to meet the ambition of recruiting the best talent.	P&OD	July 2016	Our recruitment & selection practices have been reviewed and implemented. Examples of good practice include: 1. Using technology such as skype to initially assess international candidates. 2. Ensuring that we use appropriate media to attract talent. 3. Introduction of advertising on social media platforms - in order to generate interest from the widest of sources.	Procedures reviewed regularly in line with changing practice and developments in sectoral norms. Applicants and appointments from a wide range of backgrounds.	
	6.	Develop manager's guidance to support the revised recruitment and selection policy, procedures and practices and make available through web recruitment pages and intranet.	P&OD	July 2016	Managers' guidance has been developed in conjunction with trade union representative and this is available on the People & OD intranet page. The guidelines are reviewed on an on-going basis to take account of good practice and/or any developments in employment law.	Guidelines agreed. Increased confidence in managers. Fair an objective recruitment and selection process.	Workforce data monitored annually.
	7.	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.	P&OD	Ongoing	We continue to request all members of recruitment panels to have completed unconscious bias training. We will look to find a way of monitoring this. From Oct 2016 - July 2017 HR for Managers workshop was run across all campuses. In 2017-2018 this workshop continues to be offered.	We have confidence that our recruitment panels and managers are confident in recruiting positions with fairness and equality. By completing unconscious bias training, managers have a greater awareness around areas of bias that affect their decision making and behaviour. Beyond the deadline, we will continue to ask our new staff to complete unconscious bias training as part of their induction.	Annually

	8.	Review and standardise Job Description and Person Specification template for research specific roles.	P&OD lead with support from Research Services & Schools	December 2016	This work has been delayed due to the re-organisation of Academic Life. People & OD are working with the Vice Principal Academic to determine academic (including Researcher) requirements and support.		August 2018
	9.	Develop a competency framework which will then be aligned to research and academic staff roles.	P&OD Lead with support from Schools & UWS Academy	March 2017	This work has been delayed due to the re-organisation of Academic Life. This action is superceded by a new action 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, including where appropriate the use of benchmarking data for appropriate subject focused expectations. Through the development of career pathways, consideration will be given to a research track, supporting our commitment to our research environment.		July 2019
1.3	10.	Monitor implementation and effectiveness of the Bridging Fund and investigate the opportunities to extend it to create opportunities and support transition from fixed term to permanent employment.	P&OD Lead with support from Research Services	March 2019	Only one application was made to the bridging fund over the action plan period 2018-2020 and the result was an award to extend a research staff contract for four months. Alternative sources of funding are also signposted by the PI to look at topic focused support for continuation of funding, i.e. fellowships.	It was feasible to support this single request. A new action has been identified below to ascertain how the funding can be made available and sustained long term.	Annually as part of operational planning.

	11.	Develop and publish specific guidance on employing people on fixed term contracts.	P&OD	January 2017	We have guidance that already exists and we have updated this to ensure that staff employed on a fixed term contract are provided with the same opportunities and terms and conditions as permanent staff.	Guidance updated.	
1.4	6.	Develop manager's guidance to support the revised recruitment and selection policy, procedures and practices and make available through web recruitment pages and intranet and incorporated into the recruitment and selection training provision.	P&OD	July 2016	Managers' guidance has been developed in conjunction with trade union representative and this is available on the People & OD intranet page. The guidelines are reviewed on an on-going basis to take account of good practice and/or any developments in employment law.	Guidelines agreed. Increased confidence in managers. Fair an objective recruitment and selection process.	Workforce data monitored annually.
	7.	Develop and deliver management training on recruitment and selection which will be mandatory for all members of a recruitment panel. Training will include unconscious bias	P&OD	December 2016 - Ongoing	We continue to request all members of recruitment panels to have completed unconscious bias training. We will look to find a way of monitoring this. From Oct2016 - July 2017 HR for Managers workshop was run across all campuses. In 2017-2018 this workshop continues to be offered.	We have confidence that our recruitment panels and managers are confident in recruiting positions with fairness and equality. By completing unconscious bias training, managers have a greater awareness around areas of bias that may affect their decision making and behaviour. Beyond the deadline, we will continue to ask our new staff to complete unconscious bias training as part of their induction.	Annually
	4.	Review Recruitment & Selection Policy and Procedures to align with best practice, specifically recognising equality, diversity and the candidate experience, including oral feedback.	P&OD	July 2016	The policy and procedure has been reviewed but delayed due to extensive consultation with trade unions in respect to Probationary Periods. This has now been resolved and the procedure will be submitted to VCEG & PRC in June 2018 along with all other resourcing	Policy reviewed and agreed. Recruitment is transparent, fair and objective.	

					procedures. In practice, the composition of panels reflects good practice in relation to gender balance.		
	12.	Conduct a detailed review of the Academic Promotion Process to include greater diversity in the composition of the panel and any specific needs of early career researchers. This links to the development of the competency framework and career paths.	P&OD	December 2017	Review undertaken and criteria has been changed. Strong criteria with regards to Research and Enterprise contribution. Currently, research roles have the opportunity to be re-graded under the UWS Regrading process. Work is planned to transition this to the Academic Promotions Process.	In 2017, 26 academics applied for promotion, 10 were successful and 16 were unsuccessful.	
	13.	Deliver the agreed actions as identified in the Equality, Diversity & Inclusivity Committee action plan.	P&OD	Ongoing	The EDI has a rolling action log with live and completed actions. UWS new PSED report and Equality Outcomes were agreed through consultations with VCEG and Equality, Diversity and Inclusivity (EDI) committee and other stakeholders across the institution. A link to this can be found. here. A review of the equality actions from previous PSED is complete with new mainstreaming actions identified until April 2021. Athena Swan plan in place with schools submitting as required. SFC Gender Action Plan now in place as of July 2017 and this is overseen along with Athena Swan by the EDI committee.	Public Sector Equality Duty (PSED) report published in April 2017 including Equality Outcomes. An action plan will be created by October 2018 to reflect what is required to achieve the equality outcomes by 2021.	
1.5	14.	Undertake a benchmarking exercise for research and academic staff to assess where UWS are with pay in comparison to the sector.	P&OD	December 2016	Local benchmarking exercise was carried out in 2016 which evidenced our salaries are competitive in the sector. Some lecturer and research roles have starting salaries above sector norm. Other grades are on par across the sector.	Attract and retain high calibre staff.	
	15.	Review the contractual status of early career researchers taking account of sector norm.	P&OD	October 2016	Benchmarking exercise was carried out and presented to the Concordat Steering Group November 2016. Agreed that a proposal would be submitted to VCEG to transfer 28	Transfer of researchers onto Academic contract	

					researchers onto academic terms and conditions. Complete in March 2017.		
	16.	Evaluate effectiveness of the Researcher Induction Programme via uptake statistics and feedback monitoring.	Research Services	December 2016	Since the first research induction in October 2016, it had run twice per annum. Evaluation was done using a survey tool and with small consultation groups. After feedback that there was too much power point and too many presenters a new format will be piloted where an introduction is followed by a tour of interactive learning stations.	Evidence from feedback forms that the session is useful and informative. Established as part of induction. Wil continue and evolve to be integrated but not lost as part of full academic induction in future led by UWS Academy.	Twice per annum

Actions relating to Principle 2: Recognition and Value
'Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources strategy and key component of their overall strategy to develop and deliver work-class research

Ref	No.	Actions	Named unit with Lead(s).	Completed	Comment	Success Measures	Continuous Review Date (where applicable)
2.1	17.	Review existing PDR process which aims to be 'A clear, concise, inclusive and meaningful approach to performance management and development' and individual/team objectives will link to the University's strategic priorities. The revised process will move from a paper based system to an on-line platform,	P&OD	August 2016	My Contribution was launched in February 2017 following extensive consultation and engagement across the University. Specific needs of researchers were taken into account during the review through feedback on the Cros/PIRLS survey and focus groups/ The introduction of an on-line platform has been delayed, it is crucial that the principles	89% of staff completed the My Contribution process against a target of 60% in AY 2017-18. CROS 2015 reported that only 42% of research staff had a development plan and by CROS 2017 this figure had risen to 69%	

	improving accessibility and enable completion rates to be monitored. ***Success Measure: Establish the baseline and monitor the completion rates for the P&DR Process and aim for 60% compliance in year 1 and 70% in year 2 for research staff.***			of My Contribution are embedded prior to moving to an on-line platform. A fundamental principal of My Contribution is ongoing conversations between the line manager and the individual and this is not consistently embedded across the University. We believe that this is fundamental prior to implementing the on-line platform.	The survey was undertaken prior to the launch of My Contribution for academic year 2017-18.
18.	Develop and provide a range of support to embed the revised Performance Management and Development process for both managers and employees. A tailored support framework for line managers will include workshops, how to guides, skills training on setting and agreeing objectives, providing feedback and identifying development opportunities/career progression. All new managers should undergo Performance Management and Development Training.	P&OD	September 2016	A range of support has been put in place to support the implementation of My Contribution: - Workshops for Reviewer - Workshops for Reviewee - on-line training - Support on how to write SMART objectives - Guidelines - Surgeries The process is now moving into its second year and we are further embedding this by: - Focussed feedback/skill development for managers - Updating guidelines based on feedback - Workshops on the process for new staff	No of workshops (c80) No of Attendees (c750) We trained approx. 240 managers and 500 members of staff.
19.	Raise awareness of the P&DR process, training opportunities and support for career development of researchers through the Researcher Induction Programme	P&OD	March 2016 & ongoing September 2016	Raising awareness of our My Contribution process (previously P&DR) is an integral part of the Researcher Induction programme. We provide a specific session on My Contribution and links to our training and development offerings. This helps to support and embed My Contribution process within our researcher community. UWS Academy established during academic year 2017-18 and will appoint a Researcher Developer (academic appointment) for 2018-19 to increase the capacity to delivery research training and development and the	Delivered specifically three My Contribution Workshops to researchers as part of the Researcher Induction Programme. In CROS 2017 of 62% research staff agreeing they are treated equally to other in terms of training and development opportunities.

				post holder will join the Concordat Steering Group.		
	20.	Review Salary Reward & Recognition Scheme to take account of best practice, legislation and equity in relation to researchers.	Research Services / P&OD	August 2017	The schemes have been reviewed and all employees are entitled to apply for Salary Recognition and Reward scheme and Research staff are eligible to apply. The schemes are currently under review as part of a wider Reward review and, as part of this, we will assess impact on research roles. Planned timescales for completion end December 2018..	In 2017 Scheme, 28 applications from academics were received, 21 were successful and 7 were unsuccessful.

My Contribution discussions used to ensure that Researchers are encouraged to consider this route. | |
| | 12. | Conduct a detailed review of the Academic Promotion Process to include greater diversity in the composition of the panel and any specific needs of early career researchers. This links to the development of the competency framework and career paths. | P&OD | December 2017 | Review undertaken and criteria has been changed. Strong criteria with regards to Research and Enterprise contribution. Currently, research roles have the opportunity to be re-graded under the UWS Regrading process. Work is planned to transition this to the Academic Promotions Process. | In 2017, 26 academics applied for promotion, 10 were successful and 16 were unsuccessful. | |
| 2.2 | 11. | Develop and publish specific guidance on employing people on fixed term contracts. | P&OD | January 2017 | We have guidance that already exists and we have updated this to ensure that staff employed on a fixed term contract are provided with the same opportunities and terms and conditions as permanent staff. | Guidance updated. | |
| | 10. | Monitor implementation and effectiveness of the bridging fund and investigate the opportunities to extend it to create opportunities and support transition from fixed term to permanent employment. | Athena Swan Self-Assessment Team | January 2017 | Only one application was made to the bridging fund over the action plan period 2018-2020 and the result was an award to extend a research staff contract for four months.

Alternative sources of funding are also | It was feasible to support this single request. A new action has been identified below to ascertain how the funding can be made available and | Annually as part of operational planning. |

					signposted by the PI to look at topic focused support for continuation of funding, i.e. fellowships.	sustained long term.	
	21.	Continue to analyse feedback from CROS and PIRLS and other employee engagement surveys to inform future developments in reward and recognition.	Concordat Implementati on Steering Group	Every 2 years	In addition to CROS and PIRLS, UWS runs a bi-annual staff survey called BHeard. Results are monitored and working groups are established to help deal with issues identified. The Concordat Implementation Steering Group looks at CROS and PIRLS data and consultation follows with groups spanning research leaders to Professor level and research staff to develop actions from the results.		Bi-annual survey
2.3	17.	Review existing PDR process which aims to be 'A clear, concise, inclusive and meaningful approach to performance management and development' and individual/team objectives will link to the University's strategic priorities. The revised process will move from a paper based system to an on-line platform, improving accessibility and enable completion rates to be monitored.	P&OD	August 2016	My Contribution was launched in February 2017 following extensive consultation and engagement across the University.

Specific needs of researchers were taken into account during the review through feedback on the Cros/PIRLS survey and focus groups/

The introduction of an on-line platform has been delayed, it is crucial that the principles of My Contribution are embedded prior to moving to an on-line platform. A fundamental principal of My Contribution is ongoing conversations between the line manager and the individual and this is not consistently embedded across the University. We believe that this is fundamental prior to implementing the on-line platform. | 89% of staff completed the My Contribution process against a target of 60% in AY 2017-18.

CROS 2015 reported that only 42% of research staff had a development plan and by CROS 2017 this figure had risen to 69% The survey was undertaken prior to the launch of My Contribution for academic year 2017-18. | |

	18.	Develop and provide a range of support to embed the revised Performance Management and Development process for both managers and employees. A tailored support framework for line managers will include workshops, how to guides, skills training on setting and agreeing objectives, providing feedback and identifying development opportunities/career progression. All new managers should undergo the Performance Management and Development Training.	P&OD	September 2016 and ongoing	A range of support has been put in place to support the implementation of My Contribution: - Workshops for Reviewer - Workshops for Reviewee - on-line training - Support on how to write SMART objectives - Guidelines - Surgeries The process is now moving into its second year and we are further embedding this by: - Focussed feedback/skill development for managers - Updating guidelines based on feedback - Workshops on the process for new staff	No of workshops (c80) No of Attendees (c750) We trained approx. 240 managers and 500 members of staff.	
	12.	Conduct a detailed review of the Academic Promotion Process to include greater diversity in the composition of the panel and any specific needs of early career researchers. This links to the development of the competency framework and career paths.	P&OD	December 2017	Review undertaken and criteria has been changed. Strong criteria with regards to Research and Enterprise contribution. Currently, research roles have the opportunity to be re-graded under the UWS Regrading process. Work is planned to transition this to the Academic Promotions Process.	In 2017, 26 academics applied for promotion, 10 were successful and 16 were unsuccessful.	
2.4	10.	Monitor implementation and effectiveness of the bridging fund and investigate the opportunities to extend it to create opportunities and support transition from fixed term to permanent employment.	Concordat Implementati on Steering Group	January 2017	Only one application was made to the bridging fund over the action plan period 2018-2020 and the result was an award to extend a research staff contract for four months. Alternative sources of funding are also signposted by the PI to look at topic focused support for continuation of funding, i.e. fellowships.	It was feasible to support this single request. A new action has been identified below to ascertain how the funding can be made available and sustained long term.	Annually as part of operational planning.
	22.	UWS to develop a career pathways framework to encourage researchers to plan their career development and use the PDR process to agree	P&OD with Research Services & Schools	December 2017	This work has been delayed due to the re-organisation of Academic Life. This work has been delayed due to the re-organisation of Academic Life.	Role profiles revised to reflect expectations Align with Academic Promotions Consistent use of job	July 2019

		activities to acquire new skills.			This action is superceded by a new action to 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. Research Staff have provided feedback asking for more to be done to ensure that there is a career pathway for them to progress into academic roles at a more senior level, particularly if they secure external funding for independent research.	titles Greater use of early career lecturer. Greater clarity of academic career pathways	
	23.	Offer and run a minimum of two 'Introduction to Action Learning Sets' workshops for those who wish to participate or run action learning sets in order to assist with readiness for promotion opportunities	P&OD	January 2017	Complete. These sessions were offered across UWS. Also completed with Aurora cohorts, research leaders cohort, and other groups to supplement and support development.	Staff who participate on' Action Learning Sets' have a supportive network where they are able to present problems they are having and through group questioning are able to identify their own solutions.	
	24.	Introduce careers advice framework and offer career guidance support at around 6 months prior to end of contract.	Careers Service	August 2016 & ongoing	The numbers receiving letters are very small because UWS has N<30 research staff. However it has been surprising that there has been no uptake of this offer over the two years.	ECR forum will be consulted to decide if this service should continue.	June

	25.	Develop a strategic approach to workforce planning.	P&OD	January 2018	Workforce planning is carried out locally by schools/departments annually in line with our operational planning process. Work is underway to determine a longer term view of workforce requirements in line with the academic career pathways project which has been delayed due to re-organisation of academic life and change of leadership within People & OD.	Effective use of resources Right people in the right job at the right time. Identifying talent and development opportunities.	July 2019
2.5	14.	Undertake a benchmarking exercise for research and academic staff to assess where UWS are with pay in comparison to the sector.	P&OD	December 2016	Local benchmarking exercise was carried out in 2016 which evidenced our salaries are competitive in the sector. Some lecturer and research roles have starting salaries above sector norm. Other grades are on par across the sector.	Attract and retain high calibre staff.	
	12.	Conduct a detailed review of the academic promotion process to be undertaken and specific consideration given to early career researchers. This links to the development of career paths.	P&OD	December 2017	Review undertaken and criteria has been changed. Strong criteria with regards to Research and Enterprise contribution. Currently, research roles have the opportunity to be re-graded under the UWS Regrading process. Work is planned to transition this to the Academic Promotions Process.	In 2017, 26 academics applied for promotion, 10 were successful and 16 were unsuccessful.	
2.6	26.	Develop a communication plan to ensure that existing policies are known and understood by researchers.	P&OD with the Concordat Implementation Steering Group	December 2016	Policy and procedures are all published on the P&OD intranet site. Key policies are supported by guidelines. We ensure that that Researchers are made aware of this via the Researcher Induction.	Policies available to all staff.	
	12.	Conduct a detailed review of the Academic Promotion Process to be undertaken and specific consideration given to early career researchers. This links to the development of career paths.	P&OD	December 2017	Review undertaken and criteria has been changed. Strong criteria with regards to Research and Enterprise contribution. Currently, research roles have the opportunity to be re-graded under the UWS Regrading process. Work is planned to transition this to the Academic Promotions Process.	In 2017, 26 academics applied for promotion, 10 were successful and 16 were unsuccessful.	

	27.	Creation of a Researchers' Forum led and owned by the researchers themselves.	Research Services	December 2016	A first attempt to establish a forum for research staff in 2016-17 lost momentum due in part to the research staff initially involved no longer being available and the difficulty of working with a group (n<28) based across multiple campuses. However as new lecturers had also shown an interest the idea has evolved into an Early Career Researcher (ECR) Forum – where the only criteria is that members consider themselves early career for any reason. Lead by volunteer ECRs a committee has been formed and allocated a budget and admin support. A launch and range of activities are planned as part of a pilot first year and the ECR forum is now represented on the Concordat Implementation Steering Group.	May 2018 ECR proposal presented at Concordat Steering Group and activities and funding for AY 2018-19 ratified.	
	28.	Review current Research Development Programme in line with the new competency framework.	Research Services with P&OD	December 2016	UWS Academy is currently being established and will recruit the first UWS research developer, an academic post to ensure that moving forward, UWS Academy working with RAID and the Doctoral College can provide a comprehensive range of development opportunities for research staff.	Investment in a dedicated staff resource for the development of PGR students and research staff	?
	29.	Develop a new Research Manager Leadership Development Programme. Programme to include areas on induction, career planning & progression and performance management and development, managing and developing a team	Research Services with support from P&OD	March 2017	In association with the Leadership Foundation a cohort of 20 PIs/Research leaders undertook the Research Team Leaders programme in 2017. In addition UWS P&OD introduced a management development programme and all staff have access to the UWS development toolkit.	Participants completed an action plan for implementing their learning.	

Actions relating to Principles 3 & 4: Support and Career Development
Principle 3: 'Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment'
Principle 4: 'The importance of researchers' personal and career development, and lifelong learning, Is clearly recognised and promoted at all stages of their career'

Ref	No	Action	By whom	Completed	Comment	Success Measure/s	Continuous Review Date (where applicable)
3.1	28.	Review current Research Development Programme in line with the new competency framework.	P&OD with Research Services	June 2017	UWS Academy is currently being established and will recruit the first UWS research developer, an academic post to ensure that moving forward, UWS Academy working with RAID and the Doctoral College can provide a comprehensive range of development opportunities for research staff.		
	29.	Review our current the Research Development Programme and develop a new Research Manager Leadership Development Programme. Programme to include areas on induction, career planning & progression and Performance management and development, managing and developing a team.	Research Services with P&OD	March 2017	In association with the Leadership Foundation a cohort of 20 Pls/Research leaders undertook the Research Team Leaders programme in 2017.\n\nIn addition UWS P&OD introduced a management development programme and all staff have access to the UWS development toolkit.	Participants completed an action plan for implementing their learning.	
	9.	Develop a competency framework which will then be aligned to research and academic staff roles.	P&OD with from Learning Innovation and Research Services	March 2017	This work has been delayed due to the re-organisation of Academic Life.\n\nThis action is superceded by a new action 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, including where appropriate the use of benchmarking data for appropriate subject focused expectations.\n\nThrough the development of career pathways, consideration will be given to a research track, supporting our commitment to		July 2019

					our research environment.		
	30.	Conclude the development of and launch the APDF.	Learning Innovation	January 2018	An Academic Development Framework has been developed and consultation is ongoing to embed this framework .UWS Academy will lead on developing and presenting the types of CPD in each PGRs and academics at all stages of academic careers.		
3.2	22.	UWS to develop a career pathways framework to encourage researchers to plan their career development and use the PDR process to agree activities to acquire new skills.	P&OD with Research Services	December 2017	This work has been delayed due to the re-organisation of Academic Life. This work has been delayed due to the re-organisation of Academic Life. This action is superceded by a new action 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 . Research Staff have provided feedback asking for more to be done to ensure that there is a career pathway for them to progress into academic roles at a more senior level, particularly if they secure external funding for independent research.	Role profiles revised to reflect expectations Align with Academic Promotions Consistent use of job titles Greater use of early career lecturer. Greater clarity of academic career pathways	July 2019

| | 31. | Review effectiveness of the student and staff mentoring programmes to fully understand the impact, one year following implementation.

Measures of success: 20% increase in research activity (research applications, publications) from staff enrolled as mentees. | Research Services | March 2017 | As part of the implementation of the Action Plan 2016-2018 a number of mentoring pilots were launched.
A virtual space was provided for volunteer mentors and mentees seeking mentors to register and find a match. Some UWS Schools actively supported mentoring and match new staff with mentors as part of a pilot.

As part of a pilot programme called Grant Accelerator, Group mentoring was launched bringing small groups together to support staff with applications for funding. This will be evaluated in Summer 2018.

For research students there was a lack of interest for peer mentoring as envisaged where students coming to the end of their registration would mentor new students. However, other PGR led alternatives were established including the:
• UWS speaker's society – where students meet to help develop presentation skills – two 3 minute thesis competition winners are part of this initiative.
• UWS PGR writing Group
• Community research group –peer support tor community and action research. | 72 staff registered to be research mentoring mentors or mentees over a twelve month period. Over 55% of the 44 mentees staff have since submitted a grant application and 31% received a grant award since registration opened. It is of course recognised this may not be solely attributed to the mentoring. | |
| | 32. | Graduate School to develop a formal mentoring scheme for students. | Graduate School | January 2017 | For research students there was a lack of interest for peer mentoring as envisaged where students coming to the end of their registration would mentor new students. However, other PGR led alternatives were established including the:
• UWS speaker's society – where students meet to help develop presentation skills – two 3 minute thesis competition winners are part of | Establishment of UWS Speakers society UWS PGR Writing Group Community Research Group | |

					• this initiative. • UWS PGR writing Group • Community research group –peer support tor community and action research.	
	33.	Provide access to careers advisers at all campuses to support researcher's career development.	Careers Service	July 2016	The availability of this service is highlighted at each research induction. Careers staff have attended all inductions in the period to show the resources they have for research staff. There has been a very limited uptake of all career services support by Research Staff. Bespoke careers events where not subscribed.	Research Staff informed of Careers services and support at induction and six months before end of fixed term contract.
3.3	28.	Review current Research Development Programme in line with the new competency framework.	Research Services with P&OD	June 2017	UWS Academy is currently being established and will recruit the first UWS research developer, an academic post to ensure that moving forward, UWS Academy working with RAID and the Doctoral College can provide a comprehensive range of development opportunities for research staff.	
	29.	Review our current Research Development Programme and develop a new Research Manager Leadership Development Programme. Programme to include areas on induction, career planning & progression and Performance management and development, managing and developing a team.	Research Services with P&OD	March 2017	In association with the Leadership Foundation a cohort of 20 PIs/Research leaders undertook the Research Team Leaders programme in 2017. In addition UWS P&OD introduced a management development programme and all staff have access to the UWS development toolkit.	Participants completed an action plan for implementing their learning.

	30.	Conclude the development of and launch the Academic Professional Development Framework (APDF)	Learning Innovation	January 2018	An Academic Development Framework has been developed and consultation is ongoing to embed this framework .UWS Academy will lead on developing and presenting the types of CPD in each PGRs and academics at all stages of academic careers.		
3.4	34.	Create a section on the intranet on researcher careers and provide an access to advisors at all campuses.	Careers Service	March 2017	There is a section on both the Research Services and Careers Service Section of the Intranet clearly outlining the support for research staff from the careers service.	Information now available	
	35.	Develop clear communication strategies for raising awareness of development opportunities.	,UWS Academy	August 2016	Through the Concordat Steering Group, UWS now has a forum where leaders responsible for career development come together and plan together how to support staff. There is an internal training portal where staff can access training opportunities from P&OD and over the course of AY 2018-19 the UWS Academy will establish their website as a portal for all development opportunities.	In CROS 2017 of 62% research staff agreeing they are treated equally to other in terms of training and development opportunities.	
3.5	17.	Review existing PDR process which aims to be 'A clear, concise, inclusive and meaningful approach to performance management and development' and individual/team objectives will link to the University's strategic priorities. The revised process will move from a paper based system to an on-line platform, improving accessibility and enable completion rates to be monitored.	P&OD	August 2016	My Contribution was launched in February 2017 following extensive consultation and engagement across the University. Specific needs of researchers were taken into account during the review through feedback on the Cros/PIRLS survey and focus groups/ The introduction of an on-line platform has been delayed, it is crucial that the principles of My Contribution are embedded prior to moving to an on-line platform. A fundamental principal of My Contribution is ongoing conversations between the line manager and the individual and this is not consistently embedded across the University. We believe	89% of staff completed the My Contribution process against a target of 60% in AY 2017-18. CROS 2015 reported that only 42% of research staff had a development plan and by CROS 2017 this figure had risen to 69% The survey was undertaken prior to the launch of My Contribution for academic year 2017-18.	

					that this is fundamental prior to implementing the on-line platform.		
	18.	Develop and provide a range of support to embed the revised Performance Management and Development Process for both managers and employees. A tailored support framework for line managers will include workshops, how to guides, skills training on setting and agreeing objectives, providing feedback and identifying development opportunities/career progression. All new managers should undergo Performance Management and Development Training.	P&OD	September 2016	A range of support has been put in place to support the implementation of My Contribution: - Workshops for Reviewer - Workshops for Reviewee - on-line training - Support on how to write SMART objectives - Guidelines - Surgeries The process is now moving into its second year and we are further embedding this by: - Focussed feedback/skill development for managers - Updating guidelines based on feedback - Workshops on the process for new staff	No of workshops (c80) No of Attendees (c750) We trained approx. 240 managers and 500 members of staff.	
	12.	Conduct a detailed review of the Academic Promotion process to be undertaken and specific consideration given to early career researchers. This links to the development of career paths.	P&OD	December 2017	Review undertaken and criteria has been changed. Strong criteria with regards to Research and Enterprise contribution. Currently, research roles have the opportunity to be re-graded under the UWS Regrading process. Work is planned to transition this to the Academic Promotions Process.	In 2017, 26 academics applied for promotion, 10 were successful and 16 were unsuccessful.	
3.6	16.	Evaluate effectiveness of the Researcher Induction Programme via uptake statistics and feedback monitoring.	Research Services I	December 2016	Since the first research induction in October 2016, it had run twice per annum. Evaluation was done using a survey tool and with small consultation groups. After feedback that there was too much power point and too many presenters a new format will be piloted where an introduction is followed by a tour of interactive learning stations.	Evidence from feedback forms that the session is useful and informative. Established as part of induction. Wil continue and evolve to be integrated but not lost as part of full academic induction in future led by UWS Academy.	Twice per annum

	36.	Complete the development of and launch the general UWS induction App.	ITDS with P&OD	December 2016	This work has been replaced by a working group looking at how we effectively support induction. A new online induction for UWS will be launched in Feb 2018. Ensuring all staff receive the same induction. A separate guide for managers has been launched to ensure the correct support is offered to every new member of staff regardless of level.	UWS new staff online Induction now live. The line managers new staff induction guide is also available online. This will allow new members of staff to understand UWS and its people and practices quickly.	
	37.	Continue the development and delivery of the Research Induction sessions.	UWS Academy	Ongoing	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. This is listed as a new action		Twice per annum
	38.	Review guidelines for local induction.	P&OD	December 2016	All staff will receive the same induction - localised induction will be anything additional a dept/school provides. A manager's guide to induction provides guidance to the line manager to ensure the new member of staff feels supported.	Managers new staff induction guide remind managers of the need to provide a local induction for staff in addition to the general staff induction guide	
	39.	Launch the Management Principles and develop guidance for managers on their responsibilities for their team and professional development. Publish the guidance on the intranet.	P&OD	March 2017	This work was replaced by the inclusion of the Working With Others Framework that is now embedded in My Contribution	A consistent set of behaviours have now been implemented and discussions take place during the My Contribution review.	
3.7	17.	Review existing PDR process which aims to be 'A clear, concise, inclusive and meaningful approach to performance management and development' and individual/team objectives will link to the University's strategic priorities. The revised process will move from a paper based	P&OD	August 2016	My Contribution was launched in February 2017 following extensive consultation and engagement across the University.

Specific needs of researchers were taken into account during the review through feedback on the Cros/PIRLS survey and focus groups/

The introduction of an on-line platform has | 89% of staff completed the My Contribution process against a target of 60% in AY 2017-18.

CROS 2015 reported that only 42% of research staff had a development plan and by CROS 2017 this | |

		system to an on-line platform, improving accessibility and enable completion rates to be monitored.			been delayed, it is crucial that the principles of My Contribution are embedded prior to moving to an on-line platform. A fundamental principal of My Contribution is ongoing conversations between the line manager and the individual and this is not consistently embedded across the University. We believe that this is fundamental prior to implementing the on-line platform.	figure had risen to 69% The survey was undertaken prior to the launch of My Contribution for academic year 2017-18.
	18.	Develop and provide a range of support to embed the revised Performance Management and Development process for both managers and employees. A tailored support framework for line managers will include workshops, how to guides, skills training on setting and agreeing objectives, providing feedback and identifying development opportunities/career progression. All new managers should undergo Performance Management and Development appropriate guidance for managers.	P&OD	September 2016	A range of support has been put in place to support the implementation of My Contribution: - Workshops for Reviewer - Workshops for Reviewee - on-line training - Support on how to write SMART objectives - Guidelines - Surgeries The process is now moving into its second year and we are further embedding this by: - Focussed feedback/skill development for managers - Updating guidelines based on feedback - Workshops on the process for new staff	No of workshops (c80) No of Attendees (c750) We trained approx. 240 managers and 500 members of staff.
	29.	Review our current the Research Development Programme and develop a new Research Manager Leadership Development Programme. Programme to include areas on induction, career planning & progression and Performance management and development, managing and developing a team.	Research Services with P&OD	March 2017	In association with the Leadership Foundation a cohort of 20 Pls/Research leaders undertook the Research Team Leaders programme in 2017. In addition UWS P&OD introduced a management development programme and all staff have access to the UWS development toolkit.	Participants prepared an action plan for implementing their learning

	32.	Graduate School to develop a formal mentoring scheme for research students	Graduate School		For research students there was a lack of interest for peer mentoring as envisaged where students coming to the end of their registration would mentor new students. However, other PGR led alternatives were established including the: • UWS speaker's society – where students meet to help develop presentation skills – two 3 minute thesis competition winners are part of this initiative. • UWS PGR writing Group • Community research group –peer support tor community and action research		
3.8	30.	Conclude the development of and launch the Academic Professional Development Framework (APDF)	Learning Innovation	January 201	An Academic Development Framework has been developed and consultation is ongoing to embed this framework .UWS Academy will lead on developing and presenting the types of CPD in each PGRs and academics at all stages of academic careers.		
	28.	Review current Research Development Programme in line with the new competency framework.	Research Services with support from P&OD	June 2017	UWS Academy is currently being established and will recruit the first UWS research developer, an academic post to ensure that moving forward, UWS Academy working with RAID and the Doctoral College can provide a comprehensive range of development opportunities for research staff.		
	29.	Review our current the Research Development Programme and develop a new Research Manager Leadership Development Programme. Programme to include areas on induction, career planning & progression and Performance management and development, managing and developing a team.	Research Services / P&OD	March 2017	In association with the Leadership Foundation a cohort of 20 PIs/Research leaders undertook the Research Team Leaders programme in 2017. In addition UWS P&OD introduced a management development programme and all staff have access to the UWS development toolkit.	Participants prepared an action plan for implementing their learning.	

| | 31. | Review effectiveness of the staff and student researcher mentoring programme to fully understand the impact, one year following implementation. | Research Services | March 2017 | As part of the implementation of the Concordat a number of mentoring pilots were launched.
A virtual space was provided for volunteer mentors and mentees seeking mentors to register and find a match. Some UWS Schools actively supported mentoring and match new staff with mentors as part of a pilot.

As part of a pilot programme called Grant Accelerator, Group mentoring was launched bringing small groups together to support staff with applications for funding. This will be evaluated in Summer 2018.

For research students there was a lack of interest for peer mentoring as envisaged where students coming to the end of their registration would mentor new students. However, other PGR led alternatives were established including the:
• UWS speaker's society – where students meet to help develop presentation skills – two 3 minute thesis competition winners are part of this initiative.
• UWS PGR writing Group
• Community research group –peer support tor community and action research. | 72 staff registered to be research mentoring mentors or mentees over a twelve month period. Over 55% of the 44 mentees staff have since submitted a grant application and 31% received a grant award since registration opened. It is of course recognised this may not be solely attributed to the mentoring.

Establishment of UWS Speakers society UWS PGR Writing Group Community Research Group | |

3.9	29.	In addition to the development of the support for managers for PDR, the new Research Manager Leadership Programme will cover: Induction, Career Planning & Progression, and CPL, managing and developing a team.	P&OD with Research Services	March 2017	In association with the Leadership Foundation a cohort of 20 PIs/Research leaders undertook the Research Team Leaders programme in 2017. In addition UWS P&OD introduced a management development programme and all staff have access to the UWS development toolkit.	Participants prepared an action plan for implementing their learning.	
	40.	Monitor progress towards target of ten development days for staff. For research specific staff, the Concordat Implementation Steering Group will identify and agree generic development opportunities.	P&OD with support of Concordat Implementation Steering Group	December 2017	We do not currently have an LMS to track progress of development. This would need to be reported at school level. People and OD are developing a way of capturing learning and development across the university. Academic Development Framework will provide a menu of development opportunities for research staff which will be aligned to individual needs and progression plans.		
4.10	17.	Review existing PDR process which aims to be 'A clear, concise, inclusive and meaningful approach to performance management and development' and individual/team objectives will link to the University's strategic priorities. The revised process will move from a paper based system to an on-line platform, improving accessibility and enable completion rates to be monitored.	P&OD	August 2016	My Contribution was launched in February 2017 following extensive consultation and engagement across the University. Specific needs of researchers were taken into account during the review through feedback on the Cros/PIRLS survey and focus groups/ The introduction of an on-line platform has been delayed, it is crucial that the principles of My Contribution are embedded prior to moving to an on-line platform. A fundamental principal of My Contribution is ongoing conversations between the line manager and the individual and this is not consistently embedded across the University. We believe that this is fundamental prior to implementing the on-line platform.	89% of staff completed the My Contribution process against a target of 60% in AY 2017-18. CROS 2015 reported that only 42% of research staff had a development plan and by CROS 2017 this figure had risen to 69% The survey was undertaken prior to the launch of My Contribution for academic year 2017-18.	

	18.	Develop and provide a range of support to embed the revised Performance Management and Development process for both managers and employees. A tailored support framework for line managers will include workshops, how to guides, skills training on setting and agreeing objectives, providing feedback and identifying development opportunities/career progression. All new managers should undergo Performance Management and Development Training.	P&OD	September 2016	A range of support has been put in place to support the implementation of My Contribution: - Workshops for Reviewer - Workshops for Reviewee - on-line training - Support on how to write SMART objectives - Guidelines - Surgeries The process is now moving into its second year and we are further embedding this by: - Focussed feedback/skill development for managers - Updating guidelines based on feedback - Workshops on the process for new staff	No of workshops (c80) No of Attendees (c750) We trained approx. 240 managers and 500 members of staff.	
	24.	Provide access to careers advisers at all campuses to support researchers' career development.	Careers Service	July 2016	The numbers receiving letters are very small because UWS has N<30 research staff. However it has been surprising that there has been no uptake of this offer over the two years.	ECR forum will be consulted to decide if this service should continue.	
4.11	17.	Review existing PDR process which aims to be 'A clear, concise, inclusive and meaningful approach to performance management and development' and individual/team objectives will link to the University's strategic priorities. The revised process will move from a paper based system to an on-line platform, improving accessibility and enable completion rates to be monitored.	P&OD	August 2016	My Contribution was launched in February 2017 following extensive consultation and engagement across the University. Specific needs of researchers were taken into account during the review through feedback on the Cros/PIRLS survey and focus groups/ The introduction of an on-line platform has been delayed, it is crucial that the principles of My Contribution are embedded prior to moving to an on-line platform. A fundamental principal of My Contribution is ongoing conversations between the line manager and the individual and this is not consistently embedded across the University. We believe that this is fundamental prior to implementing the on-line platform.	89% of staff completed the My Contribution process against a target of 60% in AY 2017-18. CROS 2015 reported that only 42% of research staff had a development plan and by CROS 2017 this figure had risen to 69% The survey was undertaken prior to the launch of My Contribution for academic year 2017-18.	

	18.	Develop and provide a range of support to embed the revised Performance Management and Development process for both managers and employees. A tailored support framework for line managers will include workshops, how to guides, skills training on setting and agreeing objectives, providing feedback and identifying development opportunities/career progression. All new managers should undergo Performance Management and Development Training.	P&OD	September 2016	A range of support has been put in place to support the implementation of My Contribution: - Workshops for Reviewer - Workshops for Reviewee - on-line training - Support on how to write SMART objectives - Guidelines - Surgeries The process is now moving into its second year and we are further embedding this by: - Focussed feedback/skill development for managers - Updating guidelines based on feedback - Workshops on the process for new staff	No of workshops (c80) No of Attendees (c750) We trained approx. 240 managers and 500 members of staff.	
	30.	Conclude the development of and launch the Academic Professional Development Framework (APDF).	Learning Innovation	January 2018	An Academic Development Framework has been developed and consultation is ongoing to embed this framework .UWS Academy will lead on developing and presenting the types of CPD in each PGRs and academics at all stages of academic careers.		
	41.	Develop specific guidance relating to career development and support.	Careers Service	July 2016	There is a section on the Research Services intranet site which details the support and guidance available for Research Staff and signposts them to the resources provided by the Careers Service team.	Intranet Page	
4.12	17.	Embed P&DR process and develop specific guidance relating to career development and support.	P&OD	September 2016	My Contribution was launched in February 2017 following extensive consultation and engagement across the University. Specific needs of researchers were taken into account during the review through feedback on the Cros/PIRLS survey and focus groups/ The introduction of an on-line platform has been delayed, it is crucial that the principles of My Contribution are embedded prior to moving to an on-line platform. A fundamental principal of My Contribution is ongoing	89% of staff completed the My Contribution process against a target of 60% in AY 2017-18. CROS 2015 reported that only 42% of research staff had a development plan and by CROS 2017 this figure had risen to 69% The survey was undertaken prior to the launch of My	

					conversations between the line manager and the individual and this is not consistently embedded across the University. We believe that this is fundamental prior to implementing the on-line platform.	Contribution for academic year 2017-18.	
	42.	Integrate Teaching and Learning activities into Associate Fellow HEA structure.	Graduate School with Learning Innovation	Ongoing	There is a new short programme of development for PGR students who teach. Each cohort is encouraged to apply for to sALTiRE.		
4.13	27.	Creation of a Researchers' Forum led and owned by the researches themselves.	Research Services	December 2017	A first attempt to establish a forum for research staff in 2016-17 lost momentum due in part to the research staff initially involved no longer being available and the difficulty of working with a group (n<28) based across multiple campuses. However as new lecturers had also shown an interest the idea has evolved into an Early Career Researcher (ECR) Forum – where the only criteria is that members consider themselves early career for any reason. Lead by volunteer ECRs a committee has been formed and allocated a budget and admin support. A launch and range of activities are planned as part of a pilot first year and the ECR forum is now represented on the Concordat Implementation Steering Group.	May 2018 ECR proposal presented at Concordat Steering Group and activities and funding for AY 2018-19 ratified.	
4.14	43.	Promote mentoring through researcher induction and P&DR Process.	Research and Impact Development & Concordat Steering Group	Ongoing	The Concordat Steering Group have agreed to look closely at mentoring provision at the next meeting and review the offers across UWS to assess how it can be developed to support Research Staff. The Early Career Researcher Forum will also be consulted.	October 2018	

Ref	No.	Action-what needs to be done	By whom	Completed	Comment	Success Measure/s	Continuous Review Date (where applicable)
	16.	Evaluate effectiveness of the Researcher Induction Programme via uptake statistics and feedback monitoring.	Research Services I	December 2016	Since the first research induction in October 2016, it had run twice per annum. Evaluation was done using a survey tool and with small consultation groups. After feedback that there was too much power point and too many presenters a new format will be piloted where an introduction is followed by a tour of interactive learning stations.	Evidence from feedback forms that the session is useful and informative. Established as part of induction. Wil continue and evolve to be integrated but not lost as part of full academic induction in future led by UWS Academy.	Twice per annum

Actions relating to Principle 5: Researchers Responsibilities
'Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning

Ref	No.	Action-what needs to be done	By whom	Completed	Comment	Success Measure/s	Continuous Review Date (where applicable)
5.1	44.	Use the CROS and PIRLS data (2015 and 2017) and Research and Enterprise Advisory Committee to shape provision.	Vice-Principal (R&E)	Ongoing			
5.2	45.	Continue to develop strategic partnerships with business, industry and public sector to facilitate knowledge exchange and exploitation of UWS Expertise and IP. Success Measure: Engage with 10 new industry projects per annum. Success Measure: Engage with 10 new industry projects per annum	Enterprise Services	September 2015 and Ongoing	Reported volume of industry partnerships to Jan 18 is 32 including partnership agreements, KTPs and Spin outs/Start-ups/Licenses		

	46.	Develop a refreshed range of workshops and courses will be offered on Knowledge Exchange, commercialisation of research including intellectual property and company spin-out and start up. Success Measure: Deliver 6 workshops per Annum	Enterprise Services	November 2016 and ongoing	Engaged a new commercialisation partner in Jan2018 (Scintilla) who are preparing to offer monthly session to staff. Also working with UWS Academy on the academic development framework to provide cdp to staff on a range of enterprise topics		
5.3	47.	Review Research Integrity Training for staff Success Measure: All research staff are offered research integrity training and at least 50% take up the offer of training by December 2017.	Graduate School, Chair of Ethics Committee	November 2016			
5.4	48.	Offer and run a minimum of two workshops on Mentoring and Coaching Skills for new Mentors. Success Measure: Run workshops for prospective Mentors two times per year	P&OD / Research Services	August 2016	Complete. There is now a bank of mentors available for research staff to approach and opportunities to apply to programmes like UWS Crucible and Grant Accelerator where they can develop leadership and proposal writing skills and benefit from peer-support and group mentoring respectively.	Creating a culture of mentoring. 2 workshops offered per year. Uptake in numbers of members seeking out and utilising a Mentor. This will continue to be offered once review of the impact. Mentors understanding their role in the mentoring process and using the skills of coaching and mentoring to enable progression by recipients. Mentees have a great development experience and build their network.	

	50.	Section on Early Career Researcher to be added to the Careers and Employability section of the website	Careers Service	August 2016	This information is available on the Research Services section of the Intranet and Research Staff are also signposted to careers services and the training portal from the UWS website.		
	51.	Career management employability workshops to be developed for research staff.	Careers Service	December 2016	Career management workshops and webinars offered covering: job search; competing for jobs; use of social media; refine and target academic CVs; professional interview performance		
	52.	Research Staff and Early Career Researchers will be offered access to resources and 1-2-1 sessions with career advisors on CV building and managing their career development Success Measure: Establish a base line for 2016/2017 and seek 20% increased uptake in 2017	Careers Service	August 2016	Despite targeted offers of advice, ECR staff have yet to make 1:1 appointments for guidance. These are utilised by phD students but not ECR staff to date. Information is disseminated by email and careers involvement is delivered at staff induction sessions.	Promote access to services further via research managers and mentors in 2018	
5.5	53.	Reminders to be sent to researchers on how to access Vitae resources and RDF	Research Services with P&OD	August 2016	Included periodically in newsletters.	Completed	
	22.	UWS to develop a career pathways framework to encourage researchers to plan their career development and use the PDR process to ag	Research Services with P&OD	December 2017	This work has been delayed due to the re-organisation of Academic Life.

This action is superseded by a new action 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, | Role profiles revised to reflect expectations Align with Academic Promotions Consistent use of job titles Greater use of early career lecturer. Greater clarity of academic career | July 2019 |

					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. Research Staff have provided feedback asking for more to be done to ensure that there is a career pathway for them to progress into academic roles at a more senior level, particularly if they secure external funding for independent research.	pathways	
	54.	Facilitate a cross-School programme to develop an early career researcher network to support collaboration and discover skills to make their research more innovative. This will be based on the Scottish Crucible model www.scottishcrucible.org.uk	Research Services	January 2017	UWS Crucible was launched in April 2017 with a cohort of 30 research staff and new lecturer staff. UWS Crucible is all about helping researchers to see the bigger picture, helping researchers think differently and be inspired while discovering skills and attitudes likely to make your research more innovative.	The group pitched and submitted 12 interdisciplinary ideas for seed funding. 8 Projects were funded from the £20,000 allocated.	
5.5	55.	Develop a researcher portal on the UWS website and intranet to clearly signpost the full range of support offered by the University to Principal Investigators, Research Leaders and Research Staff.	UWS Academy	March 2017	In the period since this action was designed, organisational change has led to the creation of Academic life and within this a new UWS Academy responsible for academic training and development. The UWS Academy will have a dedicated internet portal/microsite to advertise and taking bookings for their full range of programmes for academic development including researcher development.	Jan 2019	
5.6	56.	Support staff and line managers to encourage the use of active CPL through the guidance provided on the revised P&DR process.	P&OD	September 2017	Workshops and guidance notes have been available to all staff through the implementation of the My Contribution process to support the career planning and development of our staff.	87% of CPLs	

REF	No	Action	By whom	Completed	Comment	Success Measure/s	Continuous Review Date (where applicable)
		Actions relating to Principle 6: Diversity & Equality Diversity & equality must be promoted in all aspects of the recruitment and career management of researchers'					
6.1	57.	Monitor progress of the implementation of the Equality, Diversity & Inclusivity Action Plan	Equality, Diversity & Inclusivity Committee	Ongoing	All actions from 2015 to 2017 progressed, and are recorded and minuted at EDI meetings. A new plan around how to achieve our Equality Outcomes will be created by October 2018. This will give guidance on what needs to happen to achieve out Equality Outcomes by 2021.		
	58.	Re-develop and implement all staff equality, diversity and inclusivity training and development programme and deliver to Schools, prioritising new starts and STEM areas that have low representation of women and all members of decision making panels.	P&OD	Ongoing	Just under 250 people have completed unconscious bias training. We now have an equality essential online module alongside unconscious bias, which forms part of the new UWS induction launching in Feb. This was launched across our university in 2017. Previously we have monitored this at an institutional level, and we are now working with schools, through EDI a named person will follow-up on this point to give more ownership to schools and departments.	Increased staff awareness of equality, diversity and inclusivity at UWS. Increased knowledge will be used in interactions with others and in decision making processes throughout UWS.	
6.2	4.	Review Recruitment & Selection Policy to target under-represented groups.	P&OD	July 2016	The policy and procedure has been reviewed but delayed due to extensive consultation with trade unions in respect to Probationary Periods. This has now been resolved and the procedure will be submitted to VCEG & PRC in June 2018 along with all other resourcing procedures. In practice, the composition of panels reflects good practice in relation to gender balance.	Policy reviewed and agreed. Recruitment is transparent, fair and objective. Increased emphasis on flexible employment opportunities in our recruitment campaigns.	

6.3	59.	As issues are identified, refer to the Equality, Diversity & Inclusivity committee to take appropriate actions.	P&OD	Ongoing	Just under 250 people have completed unconscious bias training. We now have an equality essential online module alongside unconscious bias, which forms part of the new UWS induction launching in Feb. This was launched across our university in 2017. Previously we have monitored this at an institutional level, and we are now working with schools, through EDI a named person will follow-up on this point to give more ownership to schools and departments.	Increased staff awareness of equality, diversity and inclusivity at UWS. Increased knowledge will be used in interactions with others and in decision making processes throughout UWS.	
6.4	60.	Develop the academic and researchers Return to Work Policy.	P&OD	July 2016	Policy and procedure developed and implemented in 2016. Since its implementation, 1 academic has applied for the scheme and were successful. It is recognised that the take up of this scheme is not reflective of where it should be and it is recognised that we need to pro-actively publish the scheme to raise awareness,	1. No. of applicants (1 applicant) 2. Success rate (%) (100% success)	
	61.	Develop the criteria for the Carer's Fund	P&OD	July 2016	A Carers Scheme was developed in 2016. The aim of the scheme is to provide additional financial support to carers when they are required to undertake training/work outwith their normal working time. The scheme has been welcomed by our senior managers and it is considered as a positive tool to help remove barriers to carers in progressing their career. However, the take up of this scheme is not reflective of where it should be and it is recognised that we need to pro-actively publish the scheme to raise awareness,	1. No. of applicants (1 applicant) 2. Success rate (%) (100% success)	

6.5	62.	Promote policy through lifestyle events held in March 2016.	P&OD	Annually ongoing	Family friendly, including flexible working benefits are promoted through lifestyle events across all campuses.		
	63.	Conclude the development and deliver the management development programme where flexibility and bullying and harassment are core modules	P&OD	December 2016 and ongoing	Bullying and Harassment are included as topics within Equality Essentials modules. Dignity and Respect at work is offered in workshop delivered by HRBP - HR For managers 5.	Staff complete the online Equality Essentials module and have awareness of, and display expected behaviours of a member of UWS staff.	This is reported in our PSED reporting requirements and overseen by the EDI Committee.
6.6	64.	Ensure external funding bids satisfy additional costs for equality and diversity legislations. If not, costs will be met by the University.	Research Service with P&OD	Ongoing	The university is committed to equality and diversity and if any issues arise around this principal the matter will be reviewed and action agreed by the EDI.		
6.7	65.	Monitor progress of the implementation of the Equality, Diversity & Inclusivity (ED&I) Action Plans	ED&I committee	Ongoing	The EDI Action plan is monitored by Senate where an annual report is submitted for approval/.		
	4.	Review Recruitment & Selection policy to include gender balance on selection panels	P&OD	December 2017	The policy and procedure has been reviewed but delayed due to extensive consultation with trade unions in respect to Probationary Periods. This has now been resolved and the procedure will be submitted to VCEG & PRC in June 2018 along with all other resourcing procedures. In practice, the composition of panels reflects good practice in relation to gender balance.	Policy reviewed and agreed. Recruitment is transparent, fair and objective. Increased emphasis on flexible employment opportunities in our recruitment campaigns.	

	12.	Conduct a detailed review of the Academic Promotion Process to be undertaken and specific consideration given to early career researchers. This links to the development of career paths	P&OD	December 2017	Review undertaken and criteria has been changed. Corporate Contribution has been changed to Global Engagement. Focus on Research and Enterprise contribution. Currently, research roles have the opportunity to be re-graded under the UWS Regrading process. Work is planned to transition this to the Academic Promotions Process.	In 2017, 26 academics applied for promotion, 10 were successful and 16 were unsuccessful.	
6.8	66.	Continue to support and raise awareness of flexible working through normal communication channels and support provided through the P&OD Business Partners.	P&OD	Ongoing	Our range of flexible working and family friendly policies and procedures are communicated regularly through the eBulletin and by HR Business Partners.		
	10.	Investigate possibility to extend the Bridging Fund to create opportunities and support transition from fixed term to permanent employment	P&OD with Research Services	January 2017	Only one application was made to the bridging fund over the action plan period 2018-2020 and the result was an award to extend a research staff contract for four months. Alternative sources of funding are also signposted by the PI to look at topic focused support for continuation of funding, i.e. fellowships.	It was feasible to support this single request. A new action has been identified below to ascertain how the funding can be made available and sustained long term.	Annually as part of operational planning.
6.9	67.	Review appropriate policies in accordance with the policy review schedule	P&OD	Ongoing	Policy development are prioritised and agreed by the Partnership Secretariat. There is also a University wide project on Policy and Procedure rationalisation with an overarching aim that all University policies and procedures will be easily accessible and written in plain English. As part of this project, P&OD have reviewed all existing policies and procedures which will be launched in September 2018 as determined by our VCEG. To support this launch, a communication and engagement plan has been developed so that we can ensure key changes to policy and procedures		

REF	No.	Action – what needs to be done	By whom	Completed	Comment	Success Measure/s	Continuous Review Date (where applicable)
					is well understood across the Institution.		
	63	Conclude the development of and deliver the management development programme which will include bullying and harassment	P&OD	Ongoing	Bullying and Harassment are included as topics within Equality Essentials modules. Dignity and Respect at work is offered in workshop delivered by HRBP - HR For managers 5.		
6.10	68	Carry out actions as identified in Athena Swan Action Plan	Athena SWAN Group Dr A O'Gorman	Ongoing	UWS holds the Athena SWAN bronze accreditation in recognition of our efforts to pursue gender equality and advance women's careers.	Maintaining Athena Swan accreditation and working to extend the accreditation.	

Actions to support Principle 7:Implementation & Review
''**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**'

REF	No.	Action – what needs to be done	By whom	Completed	Comment	Success Measure/s	Continuous Review Date (where applicable)

7.1	69.	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.	VP Academic	Ongoing	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.		Ongoing
7.2	70.	Concordat Implementation Steering Group to meet 2 (previously 3) times per year to monitor progress. The costs of Concordat implementation will be met you the appropriate School, P&OD, Research Services and Enterprise Services budget.	Research Services	Ongoing	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.		Ongoing
	71.	Embed the Concordat in the University and request that academic departments to develop local Concordat action plans	ADREs	Ongoing	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 develop shared understanding of implementation, different research environments perform and behave differently. The concordat principles should be embedded in all we do so ensuring processes comply with principles and implementation.		Ongoing
7.3 & 7.4	72.	Concordat Implementation Steering Group will continue to engage in national initiatives	Concordat Implementation Steering Group	Ongoing	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.		Ongoing

7.5	73.	Concordat Implementation Group to continue to monitor developments in sector and actively engage for the benefit of UWS staff by attending/presenting at conferences and contributing to working groups	Concordat Implementation Steering Group	Ongoing	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.		Ongoing
7.5	68.	Monitor progress against identified actions contained in Athena Swan Action Plan	Athena Swan Group	Ongoing	UWS holds the Athena SWAN bronze accreditation in recognition of our efforts to pursue gender equality and advance women's careers. The Athena SWAN Action plan 2015-18 is monitored by the Athena SWAN steering group. To ensure connectivity to the Concordat Action plan, both the Chair and Vice- Chair sit on both groups	Maintaining Athena Swan accreditation and working to extend the accreditation.	Ongoing

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
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