2015 – 2017 Four year Progress Review of the 2015 HR Excellence in Research Award Action Plan: for the implementation of the Principles of the Concordat and other researcher development activity - November 2017

INTRODUCTION

A review of progress made in relation to the 2015 action plan has been conducted, and findings have been discussed by a wide range of people (strategic research leaders, research staff and administrative leads) in the contributing groups of People Services (PS), the REF Management Group, University Research Committee (URC), the Graduate School (GS), the University's Equality and Diversity (E&D) Forum, the Research Directorate, the Schools, the School Associate Deans of Research (ADRs) and the University executive lead - Pro Vice Chancellor and Vice Principal (Research)

Since November 2015 the University has undergone a major restructure of the Professional Services Departments including the Research Directorate which now comprises of the Graduate School (GS), Research Innovation and Enterprise Office (RIE) and The Europe Office (TEO).   As part of the restructure the former CREDO group (2015 – 2017) responsible for overseeing the implementation of the HR Excellence in Research Award action plan has now come under the remit of the Graduate School. As of November 2017, CREDO is replaced with the Researcher Careers Development Steering group (RCD) newly formed and approved as a sub-committee of the URC. The new RCD Steering Group acts to enhance the development of academic research careers. It focuses on the implementation of researcher development and support for the Research Concordat as core activities of the University Research Committee and research community.

A review of the action plan for AY2015-16 to AY 2016-17 is outlined below. This review has been informed by the development of a refreshed University Research Strategy (Dec 2016); the institutional pulse staff surveys and action plans (Feb 2016) and feedback from the Contract Researcher Online Survey (CROS) 2013/2015/2017, the Postgraduate Research Experience Survey (PRES) 2013/2015/2017 and the Principal Investigators and Research Leaders Survey (PIRLS) 2013/2015/2017. The University is currently embedding its new and refreshed research structures of Schools, Research Centres, research groups, the Research Directorate (GS, RIE and TEO) and URC (with subcommittees RCD Steering Group, REF Management group).

This review and the future action planning will continue to be revised over the next 6 months as the various new structures are given time to review and contribute to the plans. Plans will also be informed by the outcomes of the University's REF stocktake exercise (due Jan 2018); and the full analysis and researcher consultation on the CROS 2017, PIRLS2017 and PRES2017 (due Jan 2018). The majority of the original objectives of the 2015-2017 action plan have been delivered and have been consolidated into on-going business. A few can only be implemented after the restructuring plans are completed. These objectives will now be picked up, along with new areas for focus and are listed in a separate document, the 2017 – 2019 HR Excellence in Research Award Action Plan .

Acronyms:

ADR – School Associate Dean of Research	PS – People Services
E&D – The Equality and Diversity Forum	RCD – Researcher Careers Development Steering Group
GCUL – GCU London School	RIE – Research Innovation and Enterprise Office
GS – The Graduate School	SEBE – School of Engineering and Built Environment
GSBS – Glasgow School for Business and Society	SHLS – School of Health and Life Sciences
PDAR – Performance and Development Annual Review	TEO – The Europe Office
PGRT – Postgraduate Research Tutor	URC – University Research Committee

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2015 Action Plan	Who	2017 Progress Review of Actions
Concordat Principle 1 : Recruitment selection and retention of Staff		
1.1 Update and review of employment related policies and implementation including provision of resources to staff.	People services	Policies and processes relating to the recruitment and selection of staff and the staff experience have been reviewed, updated and published on the new GCU intranet website (2016) https://www.connected.gcu.ac.uk/sites/WorkingHere/Pages/Recruitment-and-Selection.aspx. Contains guidance to staff on best practice for recruiting and selecting individuals offered a contract of employment. In these policies, GCU has emphasised and maintained its commitment to engaging staff on open-ended employment contracts as the main method of resourcing. The University has completed a review and revision of its policies and processes on the different routes through which staff can be engaged and outlines associated guidelines and approval processes here: https://www.connected.gcu.ac.uk/sites/WorkingHere/Pages/Resourcing-Routes.aspx Policies relating to staff experience and working environment are available at https://www.gcu.ac.uk/peopleservices/informationforstaff/staffpolicies/ and were

		refreshed during the 2015-2017 period as below: 2015 - Conduct and capability Policy; Dignity at Work and Study Policy; Organisational Change Policy; Performance and Development Policy; Register of Interest Policy and Procedures; Safety, Health and Wellbeing Policy; Supporting Families Policy; Public Interest Disclosure Policy; 2017 currently under review – Code of Good Practice for Research Staff – revisions approved at URC – Nov 2017
1.2 Undertake internal audit of current recruitment methods and revise the Recruitment and Selection Policy to include more consistent and robust approaches to selection methods.	People Services	Completed in November 2016 and recommendations implemented in revised guidance (above). Bespoke training has been provided for the HR team. **CROS2017 survey for research contract staff on recruitment and selection procedures:** Overall 90.5% of GCU respondents agreed that they had been provided with necessary information, exceeding all of the comparator benchmarks (post-92, Scottish, UK) by up to 5.2 points.
1.3 Develop and deliver consistent training in the recruitment and selection for managers.	People Services	For all people managers involved in recruitment – It is mandatory to attend training prior to being part of an interview panel to ensure a uniform recruitment and selection policy is adopted throughout the University. 80 recruiting mangers completed the training by August 2017 over the course of 4 training sessions. Future training requirements are dependent on departmental requirements and staff involved in recruitment and selection interviews.
1.4 Monitor and review research staffing and turnover annually	People Services University Research Committee	Methods for determining academic staffing turnover from the People Services information system were developed and utilised for the Athena Swan submissions (2016). Identification of GCU researchers depends on the definition of a researcher and their allocation to a research structure. During the review period 2015 - 2017, monitoring of research staffing by Research Institute was phased out and is being shifted to monitoring by the new research structures of Schools-Departments, Research Centres. Biennial monitoring of staff numbers for the purpose of CROS and PIRLS surveys show an increase of population of researchers (leaders, Principal investigators, Co-investigators, research supervisors) for PIRLS of 165% (2015 = 180, 2017 = 406) and an increase of contract research staff for CROS of 35% (2015 = 53, 2017 = 72). Note that research supervisors were not included in the PIRLS2015 population, hence the large increase.

		Review of annual turnover by School/research area is part of the REF stocktake exercise (due Jan 2018). Review of research staffing by Research Centre is part of the new guidelines set for the creation and development of Research Centres in <u>Research Centres Approval and Renewal Process</u> (Aug 2017).
1.5 Implement University Research Strategy with new KPIs and thematic Centre structures including monitoring staff.	University Research Committee REF Management Group	<u>Research Strategy Refresh</u> – approved 9 -12-16 by senate. Key issues changed: Research Institutes phased out. Use of United Nations Sustainable Development Goals to frame the Research Strategy. Refreshing of the University's 6 Research Themes. Move to the Research Centres model. Linking better the Goals, Objectives and KPIs, as well as links to other supporting University strategies. Research Strategy Refresh presented by the PVC (Research) and launched to staff in May 2017. <u>Research Centres approval and renewal process</u> – URC approved 30-08-17. This enabled the (re)starting and monitoring of research centres. A minimum of 4 University Research Centres are now in place, with 2 launched Nov.2017 and 2 more in Jan 2018 - meeting KPI4 of the refreshed Research Strategy. REF Management Group refreshed with new membership and terms of reference (2017). Preparations for REF are discussed at the newly refreshed REF Management Group. The REF stocktake exercise is monitoring research staffing and the new Research Strategy KPIs in preparation for presentation at the next REF Management Group – Jan 2018. REF Impact Group set up with new membership and terms of reference (2017). Research impact: REF Impact Group looking at activities around impact and impact case studies for REF (reviewed in November 2017 with Schools reporting on activities of post REF 2014 period)
1.6 Refresh and relaunch the implementation of the University's research information management system PURE as one of the main tools for monitoring progress on the KPIs of the new Research Strategy.	University Research Committee REF Management Group	Library now charged with the coordination of PURE and relaunched the PURE repository of outputs to staff in 2017. Policies and processes have been implemented for Open access and the repository ResearchOnline@GCU. http://www.gcu.ac.uk/library/servicesforstaff/openaccessatgcu/guidetoaddingpublicationstopure/ Library staff are preparing a wide range of research reports using PURE, including reports on research active staff, staff/student outputs, and research projects.

Concordat Principle 2: Researcher Recognition and Value		
2.1 Develop and implement University level and School/ Support Department level action plans on institutional survey feedback.	Schools and Departments People Services The Graduate School	Action plans were developed and implemented by each University level/School/Support Dept organisational unit in response to the full Staff Survey in June 2014. The actions focus on raising the quality of the staff experience in general; however, there were no actions specifically for researchers. The results of the PRES2017, CROS2017 and PIRLS2017 show very little significant difference between the responses from the Schools and Research Centres in each survey category. Two University-wide researcher experience action plans are therefore being developed – one for the staff from PIRLS and CROS combined and one for the PGR students from PRES. These are being coordinated in Dec 2017 to Jan 2018 by the Graduate School through wide consultation with GS cross-school researcher networks, School and University research-related committees/working groups, and PGR/supervisor/research staff forums. **CROS2017 survey for research contract staff on researcher recognition and value:** GCU exceeded all Post92, Scottish and UK comparative benchmarks for agreement that the University both recognises and values contributions to research and training: specifically relating to grant/funding applications; knowledge transfer; managing budgets; peer reviewing; publications; public engagement; supervising/managing staff; and teaching and lecturing. Particular highlights are: • Recognition of the value of contributions to publications (82%) was particularly high, exceeding the 3 comparative benchmarks by 5-14 points. • GCU met or exceeded at least one of the three comparator benchmark groups for opportunities to participate in decision-making and fair treatment of researchers terms and conditions.
2.2 Design, deliver and analyse next running of the full staff survey	People Services	A date for this has not yet been agreed.
2.3 Design and deliver Pulse interim staff survey focused on staff engagement, leadership and Performance review survey questions.	People Services	A pulse survey of staff was conducted in February 2016 and action plans developed by each University level/School/Support Dept organisational unit. The actions focus on raising the quality of the staff experience in general; however, there were no actions specifically for researchers.

Concordat Principle 3: Researcher Support		
3.1 Deliver existing CREDO Framework for staff development and review annually the provision.	CREDO Group (2015-2017) now Graduate School and new RCD Steering Group (sub-committee URC)	The CREDO framework delivered its full suite of 20 research excellence and research leadership workshops for 2015/16; however due to restructuring these were not offered in 2016/17. During the restructuring period AY2015/16 and AY2016/17, delivery of the Graduate School Researcher Development programme was maintained at about 100 workshops per annum for PGRs, research staff and supervisors. From 2017, the responsibility for the oversight and coordination of researcher development for research students, supervisors and staff developing research careers has moved from CREDO to the Graduate School. The Review of Researcher Development Provision for staff and students (22-11-2017 URC), contains an analysis of what has been offered in the past and what could be offered in the future by the GS, Schools and Support Depts. The researcher development provision for staff is being expanded and developed for AY2017/2018, offering wider, more targeted and varied development opportunities. To date in AY2017/18, the University is committed to delivering 123 different workshops for PGR, supervisors and staff: 96 from the GS, 27 from RIE, Library and Schools; some delivered twice per yr; 81 are of interest to staff as supervisors and for developing research careers; 25 are being newly designed for delivery to fill the gaps identified in the PGR training and supervisor development provisions.
3.2 Develop and deliver new mandatory provision for ECRs (REF definition) to attend CREDO research excellence staff development workshops.	CREDO Group (2015-2017) now GS	A new research excellence programme, replacing and using some of the CREDO framework, is being designed with intended delivery to an invited cohort of developing research leaders selected from across the University. The programme will also serve experienced researchers taking a selection and taking part in research mentoring roles. Launch planned for 2018/19.
3.3 Develop a new framework for training of mentors of new supervisors	Graduate School in partnership with Schools	Enhanced development options made available to experienced supervisors and mentors of supervisors with 15 workshops (90 minutes to 3 hrs) delivered per annum during the review period. Over 25 opportunities are scheduled for AY2017/18 with new topics on PRES Action planning; progression solutions to mid-point examination points; the art of chairing viva examinations; supporting your student through the viva stage; supporting the

		well-being of research students for supervisors; Negotiating skills to enable research relationships for postgraduate research tutors (PGRTs). Mentors of new supervisors and PGRTs are also invited guest experts to help design and deliver the supervisor workshops.
3.4 Develop and deliver new mandatory provision for experienced supervisors to attend supervision briefings and CPD updates	Graduate School in partnership with Schools	As above. Experienced supervisors are required to attend at least 1 refresher supervision training session every 2 years. They may choose any of the above listed Refresher Supervision Workshops of 90 minute to 3hr long. Participation of experienced supervisors in mandatory provision is monitored and checked at the progress research student milestones of Registration of research programme of study (within 1 month of student start) and Confirmation of progression to PhD (within 1 year of student start). Supervisors must show evidence of complying with the mandatory requirement in order to start or to continue to be on supervisory teams.
3.5 Deliver mandatory training for all research staff in the use of the PURE research information system and maintenance of records.	Academic Research Development (2015 – 2016) now Graduate School	All research staff have now received PURE training. RIE and the Library are committed to the provision of training on an as and when required basis, either as a group for new staff or 1:1, with refresher sessions encouraged and available ad hoc at the request of the individual.
3.6 Develop and deliver more focused support for senior staff to attend external staff development events	CREDO sub Group (2015-2017). now Graduate School, RCD Steering Group	Creative solutions were utilised to enable GCU senior staff to engage in promoting and sharing their best practice and in participating in "train the trainer" events with external audiences during a period of economic constraint. As a member of the UKCGE executive committee 2014 to 2017, the Director of the GS found opportunities to bring UK experts to GCU by designing and delivering workshops and hosting them at GCU. They include: • Jan 2016 – Director GS designed and convened 2nd Annual Scottish Researcher Development Policy Forum on "Creating an entrepreneurial research culture in Scottish HEIs", University of Dundee. GS funded 2 GCU research leaders to attend. • April 2016 – Director GS designed and hosted UKCGE workshop on "Meeting the Needs of Doctoral Distance Learning Students". GS funded 13 GCU research leaders to attend. • June 2017 – Director GS designed and hosted UKCGE workshop on "The Development of Doctoral Supervision", GCU, Glasgow. 4 GCU staff and 3 GCU PGRs presented. 50

		people attended from across the UK, with around 15 GCU staff participating and counting the event as part of their supervision development. • July 2017 – 3 GCU staff attended and presented papers on "Student transitions in research" at the UKCGE international Annual Conference, University of Porto, Portugal. • July 2017 – GS designed and convened 3rd Annual Scottish Researcher Development Policy Forum on "Developing Graduate Schools and other Doctoral Structures in Scotland" GS Director gave keynote address on "Top Tips for Developing and Evolving a University-wide Graduate School". Over 50 people attended from most Scottish universities, research pools, Scottish wide Graduate Schools, SFC, Universities Scotland, and QAA Scotland. (3 GCU research leaders attended)
Concordat Principle 4: Personal and Career Development		
4.1 Monitor Peer review processes and provide feedback to staff.	Schools and Research Centres	The School of Health and Life Sciences has fully implemented a peer-review process for all external grant applications (including PhD studentships, foundation and charity focused awards). Multidisciplinary panels have been formed including PgR student representation and wider input from RIE and research administration. The panel provides supportive help and advice and extensive written and verbal feedback including areas of research impact and public/patient involvement. The action has contributed to a high success rate across all range of funders. The School of Engineering and Built Environment SEBE has piloted a peer review process, gathered feedback and is planning to give formal guidance on the process going forward.
4.2 Design and deliver new staff development framework which includes delivery of research specific induction of new staff	People Services Research specific induction remit of Academic Research development (2015 – 2016) – now GS in partnership with	All new staff are invited to attend our GCU Staff Induction programme, presented by one of the University Executive team and People Services. The session provides information on GCU's strategy mission, goals and values. https://www.connected.gcu.ac.uk/sites/WorkingHere/Pages/New-Staff.aspx All new employees are required to complete the essential training and make themselves aware of essential information and policies as part of the induction process. New guidance and online training provision have been developed over the review period and are published on the new GCU intranet (2016)

	Schools	https://www.connected.gcu.ac.uk/sites/WorkingHere/Pages/Essential-Training-Information-and-Policies.aspx Research specific induction for new staff is provided at the Department/School level with invitation of new staff researchers to join the newly forming Research Centres and research groups in the Schools. Identification of sector good practice in developing and launching a specific induction checklist for researchers is underway for AY2017/18. **CROS2017 survey for research contract staff on induction programmes:** 57% of GCU respondents found the induction programmes useful overall, exceeding all 3 benchmarks by up to 8.4 points. Departmental induction programmes were considered useful by 69% of respondents, more than 25 points ahead of the 3 benchmarks groups.
4.3 Deliver personal research clinics (6 per annum from AY 2015-16.)	Academic Research Development (2015-2016), now GS in partnership with Schools	Delivered by Academic Research Development in AY2015/2016. Personal research guidance continued in AY2016/2017 in an informal manner through the research leaders mentoring of researchers within the Schools/Depts. Personal research guidance is being taken forward through the new Research Centres and research groups and within the Dept/Schools by the School research leaders – Professoriate, Associate Deans of Research and new Research Theme Leaders.
4.4 Design and deliver annual training and development week for all staff, including researcher portfolio	People Services, Graduate School	Delivered 10 Graduate School workshops for staff on supervision and routes to doctoral qualifications in the Staff development weeks (Jan 2016, Jan 2017, June 2017). Had over 90 participants each week. 14 GS workshops planned for staff development weeks (Jan 2018, June 2018). **CROS2017 survey for research contract staff on career development:** Agreement with career development statements amongst GCU respondents exceeded all comparator benchmarks for engagement in personal and career development (85.7%); taking ownership (96.4%); having a clear plan (59.2%) and maintaining a formal record of PDP activities (71.5%). Overall, 65.4% of respondents from GCU agreed with the career development statements of the survey, exceeding the 3 comparator benchmarks by up to 7.4 points.
Concordat Principle 5: Researcher's responsibilities		
5.1	Research staff,	Across the University, the Staff Performance and Development Annual Review (PDAR) is

• Monitor personal development plans as part of annual review. • Researchers agree research work plan and are responsible for delivery. • Monitor progress of individuals via University annual performance review	Schools and Department management, People Services	seen as an integral part of: agreeing and developing a research workplan; planning staff development and work allocation as well as promotional opportunities; and setting targets in line with the University Research Strategy. The School of Engineering and Built Environment has designed a guidance for research allocation to be used in PDARs to create transparency and equality across subject groups in the School (approved Nov 2017, School Research Committee). The Glasgow School for Business and Society GSBS has developed a GSBS Research Strategy (2017) to follow-on from the refreshed GCU Research Strategy. The Research Support Allocation exercise in GSBS (piloted in 2017) enables all staff to apply for a research allowance each year and forms part of PDAR discussion. PGRS employment review: The University has taken the decision to move from the current practice of casual hours for PG teaching to a contractual format, thus enabling a more planned workload approach to teaching and research for both staff and PGRs. **CROS2017 survey for research contract staff on the appraisal scheme:** GCU fixed term researcher participation in appraisal schemes (75%) exceeded all comparator benchmarks by up to 2 points. Usefulness ratings for GCU review/appraisal scheme were very high, reaching 71.4% overall, and exceeding all comparator benchmarks for highlighting issues; career aspirations; identifying strengths and weaknesses; training and PDP; and changes in working practices. Overall agreement with the usefulness of the GCU appraisal scheme reached 71.4%, exceeding the 3 comparator benchmarks by up to 19.3 points.
5.2 Monitor Institutional progress on research plans.	University Research Committee	The GCU Refreshed Research Strategy was approved by Senate on 9th December 2016. Our research is focused on addressing three societal challenges: *Inclusive Societies, Healthy Lives* and *Sustainable Environments*, and takes on the United Nations' 2015 Sustainable Development Goals as a framework for exploring solutions to these challenges. 7 KPI's form the basis of institutional review for research overall, including increasing PGR Student numbers by 40% and increasing the satisfaction rate of PGR Student experience to 85%. A further KPI is to create a minimum of 4 University Research Centres as part of the

		University mission to enhance the research environment by creating a vehicle for multi-disciplinary cross-school research. Four Centres have already been identified (The Yunus Centre for Social Business & Health; the Centre for Climate Justice; the Centre for Living; and Built Environment and Asset Management (BEAM) Research Centre). The new Research Centres Approval and Renewal Process approved by the University Research Committee (URC) in August 2017, enhances the research environment through the creation of Research Centres and the development of flexible research groups.
5.3 Facilitate opportunities for research staff to develop their networks and contribute to the University research plans (Added in 2017)	The Graduate School School ADRs	School SEBE research group terms of reference and guidelines on forming research groups approved SEBE Research Committee (15-11-2017) and communicated to School. Staff researchers in Schools are encouraged to be a member of research groups in order to engage in and be supported in achieving the University and School Research Strategy. Research groups also provide a means for effective bilateral communication of relevant information across research themes. Membership of a research group is open to academics/research assistants/PGR students/research technicians and ECRs who wish to establish their research profile and collaborate with colleagues. The University Research Committee has refreshed its membership to include staff newly developing research careers (from AY2016/2017). The Graduate School has created research cross-school network groups (from AY2016/17) that meet informally on a monthly basis to consider, share best practice, raise enhancement ideas and find solutions on current research and operational matters which may be arising via communications from the GCU Research Directorate, other Professional Services Directorates, the Graduate School, URC, RDC, School Senior Management Groups, Professoriate Group, School research committee, School PGR Progression and Awards Boards RPABS, all-staff research seminars, external bodies. To date the research networks include: GS research degree leaders network (includes GS academic leads and Postgraduate Research Tutors); GS research degree administrators network (includes GS/registry/RIE/School staff); GS research student leads network (includes GS/Student association/School PGRs); Research Leaders network (includes Research Directorate Heads, GS academic leads, ADRs, School Research Theme Leads).

		CROS2017 survey for research contract staff on integration into the community: Responses from GCU met or exceeded all benchmarks for integration into department's research community, departmental community more generally, and exceeded two benchmarks for integration into GCU's university wide research community and wider disciplinary community.
Concordat Principle 6: Diversity and Equality		
6.1 Consolidate existing activities	People Services, Schools, Dept.	• The University's Public Sector Equality Duty Report April 2017 provides a detailed account of progress in mainstreaming equality and diversity across functions and activities. https://www.gcu.ac.uk/equality/equalityanddiversityatgcu/publicsectorequalitydutyreport/ • The University's equality and diversity activities have been further consolidated through the development and publication of GCU's Equality Outcomes 2017-2021. The Equality Outcomes resulted from engagement and consultation with staff, students and external stakeholders. https://www.gcu.ac.uk/equality/equalityanddiversityatgcu/equalityoutcomes/ • The new Equality Outcomes are relevant to, and inclusive of, researchers. The Outcomes are focused on ensuring that staff and students have a strong knowledge of equality and diversity, having an accessible, safe and welcoming working and learning environment, and giving people with protected characteristics the same opportunities as others to achieve positive outcomes.
6.2 Review Code of Practice and equality Impact assessment management processes for 'REF2021' exercise	REF Management Group Academic Research Development (2015 – 2016) URC	• Equality and diversity are embedded into the work of the REF Management Group through the inclusion of the University's Equality and Diversity Advisor in the membership of the group. • The REF Management Group has continued to review external REF developments and take part in REF related UK consultations, with reports made keeping URC informed. • GCU will develop a new Code of Practice based on the new REF guidance for June 2018.

6.3 Submit Institutional Athena Swan bronze formal institutional application in AY2015-16	Advancing Gender Equality Group Equality and Diversity Forum	• The University applied for the institutional Bronze award and was successful in achieving this in November 2016. • The University signed up to the new, expanded Athena SWAN principles to reflect the wider institutional commitment to gender equality. • The Advancing Gender Equality Group membership and terms of reference have been refreshed, and continues to meet to ensure effective implementation of the action plan, including the actions relating to researchers. The action plan focuses on key aspects of the experience of staff, including researchers, such as recruitment, retention, development and engagement. • The three Glasgow based Schools (GSBS, SEBE and SHLS) have all formed School Self Assessment Teams with a view to developing and submitting applications for departmental level Athena Swan awards https://www.gcu.ac.uk/equality/genderequality/athenaswanatgcu/
6.4 Design and deliver regular workshops on unconscious bias to research staff via champions	People services, School E&D champions, REF Management Group	• Unconscious bias training available online to all staff • The online provision is complemented by tailored sessions for teams and departments • Equality and diversity input is integrated into 'Effective Researcher' workshops • Equality and diversity online module is a compulsory part of the new staff induction process https://www.gcu.ac.uk/equality/equalityanddiversitytoolsandresources/equalityanddiversitytraining/
Concordat Principle 7: Implementation and Review		
7.1 Continue participation in CROS, PRES and PIRLS 2017 surveys	The Graduate School Planning Office (from AY2016/17).	In AY2016/2017, as part of the restructuring, the responsibility for running PRES was moved to the Planning Office responsible for all student surveys. The Graduate School continued to run CROS and PIRLS in 2017 and assisted the Planning Office with PRES. PRES analysis report completed by the Planning Office and the GS is currently coordinating the creation of a University PRES action plan. CROS and PIRLS analysis reports due to be completed by end November 2017 with action plans completed by end of Jan 2018.
7.2 Review progress of action plan for	CREDO group	The Researcher Careers Development Steering Group (RCD) is newly formed and approved

research staff development biannually	(2015 – 2017) now Graduate School and new RCD Steering Group (sub-committee URC)	as a sub-committee of the URC (Nov 2017), with activity coordinated by the Graduate School. Terms of reference are being evolved and currently include: • advise URC on forward programme of researcher staff development each academic session; • review delivery of the programme at the end of each academic session; • provide input into the biennial review of the HR Excellence in Research Award and coordinate 6 monthly review of the action plan; • provide ongoing narrative for REF on research environment and support for research staff during assessment phase. Membership includes: research ECRs/contract research staff and research leaders of research groups acting as mentors from Schools and Research Centres, GS academic leads
7.3 Continue collaborations with Vitae, Universities Scotland, Scottish Researcher Development Policy Forum, ARMA, SCOTHERD, QAA Scotland, Scottish Graduate Schools and other HEIs, in researcher staff development	Graduate School, Academic Research Development (2015-2016)	Collaborations and dialogue with key external bodies maintained, for example: • contribution to the UK Vitae CROS/PIRLS advisory group; • organisation and delivery of the annual Scottish Researcher Development Policy Forum (2nd and 3rd Forums, Jan 2016 and July 2017); • Research Administration Staff registered for ARMA professional qualifications; • Collaboration of 2 Scottish HEIs (2013 to 2016) to create and deliver Doctoral Supervision workshops series for experienced supervisors (DDS – Developments in Doctoral Supervision). • Membership of ScotHERD • Convenorship of Universities Scotland Research Training sub-committee (2013 – 2016) • membership of executive committee of UKCGE (2014 – 2017) • GS Director invited speaker at the QAA Scotland PGR student experience event. Presented "Resources to Support Research Supervisors". May 2017 • Staff on secondment to Scottish Graduate School in Social Science as Associate Director of Student Experience