

Reading our action plan

The following action plan was submitted in 2014 as evidence that we were implementing the action plan we submitted in 2012 as part of our application for the HR Excellence in Research award.

The first column of the plan states which principle(s) of the Concordat to Support the Career Development of Researchers the action is designed to address. The seven principles are outlined on pages 30-31.

The second column indicates within what broad policy area, funding stream or activity the specific action is.

The third column restates the action which we stated in our original action plan and the deadline by which we stated we would have completed the action is in brackets.

The fourth column gives an update from mid-way through 2014 as to where we are with the action.

The final column outlines our commitments for the next two years. We have underlined any new actions, which were not included within our original 2012 action plan.

**Scottish Funding Council (SFC) updated action plan
2014**

Principle ¹	Activity/Policy/ Funding	Original action plan (deadline)	2014 update	Updated action plan New actions underlined
		1-7	Activities specifically to support implementation of the Concordat	<p>Gaining the HR Excellence in Research Award as sign to sector of importance of agenda (early 2012)</p> <p>Further collaborative activity to share good practice among Scottish and UK institutions (ongoing)</p>

¹ Full detail of all seven Concordat principles is given at the end of the action plan table on pages 30-31.

1-5	Co-funding and support for Research Pooling	<p>Aligned with both the Scottish Government's policy and the UK Research Council's focus on quality and scale, SFC will continue to work towards collaborative, quality driven and multi-institutional HE provision where appropriate (ongoing).</p>	<p>On track and ongoing.</p> <p>We have continued to fund pools and their wide range of innovative training and development opportunities both to the staff and students within them. For example, as provided by the Scottish Universities Physics Alliance Graduate School.</p> <p>Earlier funding cuts to the pools, which took place in 10-11 were restored on the condition that the funds are used centrally (by each pool) to facilitate early career researchers' exchanges with business and industry, both within Scotland and internationally.</p> <p>The pools have served as the central academic core for the development of some of the Innovation Centres.</p>	<p><u>SFC will make available funding of up to £150k per annum for up to 5years after the end of the original funding for each 'successful' research pool.</u> This additional funding will be targeted at the maintenance of shared people resource. Sustaining central administration and coordination support positions will enable the continued collaborative benefit of clustering research in a pool and continued central support to graduate training, Knowledge Exchange (KE) activity, international development and similar.</p>
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			<p>We have also provided funding for the first UK Fraunhofer Centre at the University of Strathclyde, the world's first International Max-Planck Partnership amongst five Scottish universities and the European Union Innovative Medicines Initiative European Lead Factory for Drug Discovery. All of these are being delivered in a collaborative manner with partners both in and out of Scotland, leading to enhanced transnational research opportunities.</p>	
1-5	<p><u>Signatory to other Concordats</u></p>		<p>Since May 2012, SFC has become a signatory of both the Research Integrity Concordat and the Concordat for Public Engagement with Research, having been involved in the development of both. Both complement the Concordat to Support the Career Development of</p>	<p><u>We will continue to promote the Concordats to the sector (ongoing, with specific developments aligned with Outcome Agreements by August 2014).</u></p>

			<p>Researchers. They do this through ensuring that research integrity and public engagement are recognised and valued by the sector; that researchers are equipped and supported to maintain the highest standards of rigour and integrity in all aspects of research and to undertake public engagement; and that researchers share responsibility for developing the skills required for their own personal and career development and lifelong learning.</p> <p>We required universities to include a statement of commitment to the Research Integrity Concordat in their latest Outcome Agreement.</p> <p>We have also funded the National Coordinating Centre for Public Engagement, which is the only organisation that is</p>	
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			exclusively focused on supporting the strategic embedding of public engagement within the UK HE sector.	
1	Research Excellence Grant (REG)	<p>We will begin a process of reviewing the underlying model for the distribution of the REG in advance of the Research Excellence Framework in 2014 (Dec 2014).</p> <p>International competitiveness in research to be included within institutional Outcome Agreements (Sept 2012).</p>	<p>On track.</p> <p>On track and ongoing.</p> <p>Guidance from SFC published in October 2012 for AY 13/14 Outcome Agreements specified 'More even representation of staff from different protected characteristic groups' as a key outcome, alongside 'Scottish university sector to be world leading in research excellence'. Research outcomes were included within all HEI Outcome</p>	<p>Review of REG will be complete in time to inform funding for AY 15-16. Discussing principles currently with Universities Scotland (Dec 2014).</p> <p><u>International competitiveness in research and equality related outcomes for researchers to continue to be included within institutional Outcome Agreements, with increasing focus on stretching ambition in latter area (ongoing, with specific progress to be made by August 2014).</u></p>

	<p>Research Excellence Framework (REF)</p>	<p>SFC to continue working with the UK REF Steering Group to develop and implement the REF and consider whether links between the Concordat and REF can be strengthened (ongoing).</p> <p>The REF Equalities and Diversity Advisory Panel (EDAP) has been established from 2012 until 2014, to provide advice to the REF team,</p>	<p>Agreements for AY 13-14.</p> <p>In July 2013 for 14-15 Outcome Agreements SFC published guidance which specified gender segregation within researcher careers as a primary inhibitor to fulfilling our research ambitions and to be tackled as a priority.</p> <p>Activity is underway to review the REF2014. This will include the analysis of feedback from UK HEIs on all aspects of the REF. In the letter/request for feedback all HEIs were asked to consider the changes from RAE2008 when preparing their responses - this included <i>'strengthened measures to promote equality and diversity'</i>.</p> <p>On track. Changes were implemented to the REF process to ensure fairness in</p>	<p>SFC to continue as part of the UK REF Steering Group to consider whether links between the Concordat and REF can be strengthened (ongoing, scheduled for completion for REF2014 by the end of 2016).</p>
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	Supervision of postgraduate research students (PGRs)	<p>REF panel chairs and the UK funding bodies on the implementation and evaluation of the REF equality and diversity measures (Sept 2014).</p> <p>Explore with sector further work in this area, including collaborative provision (Discussion to be initiated by December 2012, with potential action, if appropriate, agreed in early 2013).</p>	<p>the process of submission. For example, the adoption of a tariff of automatic output submission discounts for early career researchers, and those who had periods of parental leave and other absences. SFC was represented in both the Secretariat and in the Panel.</p> <p>Postponed. In mid-2013 the sector decided that the initiative which they had been developing around collaborative skills provision for PGRs should not be taken forward. A report highlighting possible elements of the initiative which could be taken forward was discussed by the Universities Scotland Research Knowledge Exchange Committee (US RKEC).</p> <p>The Stratified Medicine Innovation Centre has</p>	<p>SFC remains open to conversations with the sector to develop collaborative skills provision for PGRs. Explore with sector through Scottish Researcher Development Policy Forum further work in this area, including collaborative provision <u>(discussion to be initiated late 2014, with potential action, if appropriate, agreed by mid 2015).</u></p>
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			designed postgraduate provision which will be collaboratively delivered by staff from the Universities of Aberdeen, Dundee, Glasgow and Strathclyde. This development should be built on.	
2	Institutional HR practice	Explore relationship building with HE HR Community of Practice (Discussion to be initiated by mid-2013, with potential action, if appropriate, agreed by December 2013).	Amended and ongoing. The introduction of Outcome Agreements has facilitated enhanced conversations between SFC and individual institutions. Where appropriate, these conversations have included HR practices.	<u>We will continue to use Outcome Agreements as the primary manner in which we will discuss matters of HR practice where appropriate and in relation to early career researchers(refreshed expectations published in Outcome Agreement guidance by September each year).</u>
3	Putting Learners at the Centre: Post-16 Educational reform.	SFC to continue on postgraduate work stream of reform and KE reform, as well as monitoring uptake of postdoctoral and early career exchanges (Ongoing <i>*Postgraduate Reform discussions, with actions agreed, by end of 2012</i> <i>*KE Reform: discussions in mid 2012)</i>	KE reform On track and ongoing. SFC has worked in partnership with the Enterprise agencies and HE sector to reform the KE landscape in Scotland with an in principle investment of £110M in core funding for Innovation Centres (ICs) from 2013 to 2018. Other funding is	KE reform <u>SFC will continue to reform the KE landscape, enhancing collaborative models of engagement with industry where appropriate and most efficient (ongoing, including the following actions:)</u> <u>We will monitor the IC</u>

			<p>available for capital equipment and PG Taught (PGT) places. Currently eight ICs in areas of strategic and economic importance to Scotland have been approved for funding. We are also currently implementing the Innovation Scotland Policy Forum.</p> <p>In addition we have made available 250 taught postgraduate places to support the development of academia/industry links in ICs and the skills and training needs of industry relevant to ICs. Most ICs also have budgets to support PhD places.</p> <p>Postgraduate reform Delayed. The Scottish Government is currently reviewing postgraduate provision with an aim to help more students, offer more flexibility for both learners and universities and align funding</p>	<p><u>programme through a 6-monthly review cycle to ensure that industry engagement is ongoing. The next set of reviews for all 8 funded ICs is due by November 2014.</u></p> <p><u>The Innovation Scotland Forum will meet again in December 2014.</u></p> <p>Postgraduate Reform Outcomes of the review are expected in Summer 2014. <u>Appropriate action for SFC to be decided by end of 2014.</u></p>
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			<p>with strategic objectives.</p> <p>Postdoctoral and early career researcher exchanges (PECRE) We have continued to provide funding of £250k/year to pools for these exchanges. Monitoring of pools' use of PECRE and Pools' Engagement in European Research funds has led to us introducing more flexibility between the two funding streams.</p> <p>In line with other funders, SFC is proposing to move to an online reporting system to replace traditional reporting for strategic projects. It is hoped that this will lead to a reporting system that is more efficient and effective, readily allows identification of the outcomes from investments and Increases our ability to learn from the success or failure of investments and so improve decision-making on</p>	<p><u>SFC will continue to monitor the use of this funding to ensure impact (final reports due October 2014).</u></p> <p><u>We will be testing the new system over the middle months of 2014 and – if successful – will plan for a roll-out by the end of 2014.</u></p>
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			future funding to maximise impact achieved in and by the sectors	
		Continued work and further alignment with other public sector agencies tasked with delivery of reform agenda, specifically Scottish Enterprise, HIE and Skills Development Scotland to enhance the opportunities available for researchers (Ongoing).	Ongoing. There has been significant improvement in the links between SFC and other agencies, with the development of Innovation Centres a key example of an enhanced relationship with Scottish Enterprise.	Ongoing <u>including the development of Skills Investment Plans in areas where there might be the potential to develop areas aligned with researcher development activity (2014).</u>
	Clinical Academics ScotChem SPIRIT studentships Technology Innovation Centre	Continued support for studentship programmes which offer innovative training pathways equipping students for a diverse, mobile, global research environment (Ongoing).	On track and ongoing. <u>Making Most of Masters</u> (MMM) Funding given to this programme in which masters students used a work placement as the basis for their dissertation. This project won the Times Higher	Continued support for studentship programmes which offer innovative training pathways equipping students for a diverse, mobile, global research environment (Ongoing, with specific actions as outlined below:) <u>We will work with MMM to ensure the impact of the initiative is not lost (Proposal for next stage to be developed by end of August 2014).</u>

			<p>Education Awards for Outstanding Employer Engagement in 2013.</p> <p>Work has already begun to embed the work of this project within core resource through a 'nodal network' proposed by the University of Aberdeen.</p> <p><u>Innovation Centres</u> One of the criteria of the innovation centres is '...to provide an environment that supports the development of the next generation of business innovators, academics and entrepreneurs in Scotland and a culture change towards greater and more effective university/industry collaboration.'</p> <p><u>Accelerated Growth of Energy Skills Programmes</u> SFC allocated funding to Heriot-Watt for accelerated</p>	<p><u>From 2014 we will allocate PGT places to 5 Innovation Centres for those offering innovative learning opportunities meeting industry need. We will monitor the uptake of these places through the 6 monthly reviews of the ICs (starting November 2014).</u></p> <p><u>Final monitoring report to be submitted by September 2014, after which we will continue to</u></p>
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			<p>growth of energy skills programmes including an additional 40 energy and related postgraduate programme scholarships in 2012-13.</p>	<p><u>discuss development of the programme with Heriot-Watt.</u></p> <p>SFC has commenced <u>discussions with the Enterprise Agencies and the sector on approaches to developing entrepreneurial skills (ongoing, with potential action identified by the end of 2014).</u></p>
	<p>Research & Knowledge Transfer Committee - Skills Committee Joint Working Group: High Level Skills for Postgraduates</p>	<p>Continue to work with sector to develop further employability focused collaborative skills provision for PGRs (Ongoing with focus of activity in mid-2012).</p> <p>SFC has identified an opportunity for investment to integrate</p>	<p>On hold. In mid-2013 the sector decided that the initiative which they had been developing around collaborative skills provision for PGRs should not be taken forward. A report highlighting possible elements of the initiative which could be taken forward was discussed by the US RKEC.</p> <p>SFC funded the Energy Skills Partnership for three years</p>	<p><u>SFC remains open to conversations with the sector to develop further employability focused collaborative skills provision for PGRs (ongoing, with specific discussion at Scottish Researcher Development Policy Forum in late 2014, with action, if appropriate, agreed by mid 2015).</u></p>

		<p>employer demand in the energy sector with educational provision at multiple levels across Further and Higher Education (March 2012).</p>	<p>which was then renewed until AY16-17 to develop links between colleges and universities through articulation for provision linked to the skill demands of the energy sector.</p> <p>SFC provided funding to the University of Strathclyde for ring-fenced Energy Industry Doctorate places (PhD) in 2013-14. This was awarded to Strathclyde, as the lead institution of Energy Technology Partnership, to distribute the funds amongst other institutions in the partnership.</p>	
		<p>Work with institutions to increase recognition and use of the Researcher Development Framework (Ongoing).</p>		<p>Ongoing.</p>
2, 3 and 4	Graduate Schools	<p>Continued and further partnership and funding for collaborative skills and training provision for postgraduate students (Ongoing).</p>	<p>Ongoing.</p> <p>We are evaluating the mid-term review of the Scottish</p>	<p>Continued and further partnership and funding for collaborative skills and training provision for postgraduate</p>

			<p>Graduate School for Social Sciences (SGSSS). We believe this design of support for postgraduate students to be driving up the standard of training for all students, regardless of Research Council affiliation, and importantly to all students in social sciences in partner institutions even when they are not supported by a Research Council. Over the past two years the School has enhanced its governance structures to ensure it is better delivering its purpose. The learning from this investment was used in our discussions with the sector during AY 12-13 to develop the Scottish Graduate School for the Arts and Humanities (SGSAH).</p> <p>Similarly to the SGSSS, the SGSAH aims to equip students with key skills for future employment and to increase engagement with creative and</p>	<p>students (Ongoing with specific actions defined below).</p> <p><u>Through the mid-term review, work to maximise investment in SGSSS (by end of 2014) and secure appropriate sustainability of SGSSS beyond SFC funding (by 2015).</u></p> <p><u>Work to maximise investment and ensure appropriate sustainability of SGSAH (by 2018).</u></p>
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			digital industries. It also aims to enhance institutional collaboration in the delivery of training, leading to effectiveness and efficiency gains and an enhanced learning experience for students. This initiative helped to secure funding for Arts and Humanities Research Council studentships across eight partner institutions. We have agreed to fund the school from 2013-14 to 2018-19.	
3 and 4	Research Postgraduate Grant (RPG)	We will begin a process of reviewing the underlying model for the distribution of the RPG in advance of the Research Excellence Framework in 2014 (December 2014).		On track.
	Working with Vitae, Quality Assurance Agency (QAA) Scotland, Vitae, HEA and the HE sector	Discussions with Vitae, Research Councils UK (RCUK) and other HE funding bodies over future partnership (Mid 2012).	Complete. In July 2012 we agreed to fund Vitae from AY12-13 to 14-15 alongside the Research councils and other UK HE funding bodies. Vitae has moved to a membership model. We will	<u>Work with Vitae to ensure outcomes approach for Scotland (2014) and ensure sustainability of Vitae (March 2015).</u>

		<p>In line with the recommendations of the 2011 Careers in Research Online Survey (CROS), SFC to explore working with the sector on developing work placements and secondments for staff (Discussion to be initiated by mid-2013, with potential action, if appropriate, agreed by December 2013).</p>	<p>continue to work with them to ensure sustainability past the end of our contract.</p> <p>Delayed. The development of the Innovation Centres offers enhanced links between business and universities but SFC has initiated no specific conversations on work placements and secondments for staff have taken place.</p>	<p><u>Continue to ensure Innovation Centres offer innovative career pathways and to develop these opportunities where appropriate (ongoing, monitoring through the 6 monthly reviews commencing November 2014).</u></p> <p><u>We intend to introduce Skills Innovation Vouchers (IV). Building on the current IV scheme and linking universities with Scottish SMES, this scheme would require a quality placement to be delivered by the industry partner (December 2014).</u></p> <p>In line with the recommendations of the 2013 CROS, SFC to explore working with the sector on developing work placements and</p>
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			<p>more years of funding for SIE. This is partially expected to enable them to generate additional income from other sources. Recent reporting from SIE highlighted that activities are run to give postgraduate research students a chance to apply their problem solving skills and ingenuity to current societal issues.</p> <p>Mentoring In May 2013 we co-funded Mentoring Scotland, a one day conference with representation from 18 Scottish HEIs focused on sharing good practice on mentoring and developing multi-institutional collaboration.</p> <p>In December 2013, we agreed to fund Sumac (a multi-institutional data management system for mentoring and coaching) for AYs 13/14 –</p>	<p><u>with SIE to ensure maximum impact of their activities (August 2014).</u></p> <p><u>Using the mid-term review in early 2015, work with sector to maximise impact of Sumac, ensuring sustainability by AY 15/16.</u></p>
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			15/16, subject to review. The funding will help to develop a sustainable system to support collaborative workforce/student skills development across Scotland.	
5	Strategic Dialogue Meetings (SDMs) with individual institutions	The delivery of 'Putting Learners at the Centre' requires working in direct partnership with staff and students in universities enabling individuals to share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning (Ongoing with key milestones to be achieved in 2012-2013).	Ongoing and refreshed. SFC started a new round of SDMs in February 2014. These meetings build mutual understanding and relationships between universities and the SFC. SFC Board members meet with both staff and students to discuss how the university is supporting them.	<u>Over the next three years each university will be visited by SFC executive and Board members (May 2017).</u>
6	<i>Update on progress with Principle 6</i>	<p><i>Current status:</i> since we wrote our action plan there has been enhanced prominence and understanding of Principle 6 of the Concordat, as demonstrated by the wealth of equality and diversity related activity, much of which has been focused on tackling gender inequality, which we hope in time will enhance equality related outcomes. There are a number of activities from our original action plan specifically focused on this principle which have been delayed due to the development of other activities focused on tackling the same issue. We are currently reviewing the impact of all our equality and diversity related funding with a view to enhancing its impact. This is due for completion by November 2015.</p> <p><i>Update:</i> under the Scottish specific duties of the Equality Act 2010, SFC and all universities were</p>		

		<p>required to publish Equality Outcomes by the end of April 2013.</p> <p>Following the SFC restructure at the end of 2012, equality related activity was shifted to embedding equality related outcomes within the Outcome Agreements, with responsibility delegated to Outcome Agreement Managers.</p> <p>Through our core funding, the Equality Challenge Unit (ECU) has produced guidance to the sector on developing their Equality Outcomes and on embedding them within their Outcome Agreements.</p> <p>This additional activity and shift in resource has resulted in some delays but also much additional activity to that we identified to enhance E&D in our original action plan.</p> <p>Given that CROS 2013 indicates that ‘in many areas the rate of progress has slowed and a plateau may have been reached...different efforts may need to be made for there to be substantial further change in the future’, we are currently discussing how to make the maximum impact and this is referred to throughout the revised action plan as ‘<u>Ensure enhanced impact and alignment of SFC funded equality and diversity related activity (November 2015)</u>’.</p>	
6	SFC Equality and Diversity Action Plan		<p>We are currently reviewing the impact of our funding for and activity around E&D with the aim of realigning our E&D strategy to fit better with the duties of the Equality Act 2010, the Quality Assurance Agency Scotland quality assurance processes and Outcome Agreements.</p> <p><u>Ensure enhanced impact and alignment of SFC funded equality and diversity related activity (November 2015).</u></p>

	Improved understanding of	<p>Targets for retention, articulation and widening access to be included within institutional Outcome Agreements (July each year starting 2012).</p> <p>Using ECU Statistical Report and Higher Education Statistics Agency (HESA) data to generate improved understanding of under representation among staff and students with reference to ethnicity and disability(December 2012)</p> <p>Working with institutions to further understand the impact and</p>	<p>Ongoing. Achieved with ongoing enhancements as the Outcome Agreement process improves and develops. The introduction of Outcome Agreements has resulted in a better understanding of institutional ambitions in these areas and ultimately we hope for a broader range of people accessing university from both school and college, enabling a more effective pathway into a research career.</p> <p>Ongoing. Having initially conducted such an analysis in 2012, we are currently conducting a similar analysis of staff and will compare results.</p> <p>Amended. We are currently reviewing the impact of our</p>	<p>Targets for retention, articulation and widening access to be included within institutional Outcome Agreements (Guidance published in August each year).</p> <p><u>We will analyse together with the Scottish analysis of CROS and Principal Investigators and Research Leaders Survey (PIRLS) and develop our response in appropriate areas (Initial analysis Sept 2014, actions confirmed, if appropriate, by the end of 2014).</u></p> <p><u>Ensure enhanced impact and alignment of SFC funded</u></p>
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	<p>under representation of certain groups within research</p> <p>Every Researcher Counts (ERC)</p> <p>Gender inequality in Science, Technology, Engineering and Maths (STEM)</p>	<p>potential impact of our funding for strategic initiatives, on different underrepresented groups in research (December 2012).</p> <p>Working with institutions to promote and implement materials developed in ERC project (Mid 2012).</p> <p>Working with ECU and other funders and potential funders, to establish a sustainable future for the Charter (September 2013).</p>	<p>funding for and activity around E&D with the aim of realigning our E&D strategy to fit better with the duties of the Equality Act 2010, the QAA Scotland quality assurance processes and Outcome Agreements.</p> <p>Ongoing. Through our support for Vitae we have supported the ERC project. This includes contributing to the Advisory Board and facilitating a Train the Trainer event.</p> <p>Ongoing. In addition to core funding for ECU, we provided funding for AY 13/14 and 14/15 to support the Charter in Scotland. In June 2013 SFC hosted a workshop run by ECU focused on enhancing institutional and departmental applications in Scotland. Athena Swan has moved to a</p>	<p><u>equality and diversity related activity (November 2015).</u></p> <p><u>Key note at ERC Scotland conference (June 2014).</u></p> <p>Continue to work with institutions to promote and implement materials developed in ERC project (ongoing, largely through RTSC).</p> <p><u>Ensure enhanced impact and alignment of SFC funded equality and diversity related activity (November 2015).</u></p>
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			<p>membership model to aid sustainability.</p> <p>Alongside other developments across the UK, SFC has played a significant role in enhancing take up of Athena Swan through our strong support of the Charter within our Outcome Agreement discussions. With Research Institutes now eligible to join the Charter, since April 2012, five new Scottish members have joined the Charter and nine new institutional bronze awards have been awarded to Scottish institutions. Amongst four of the bronze institutional members, there have been 12 departmental bronze awards, four departmental silvers and one departmental gold.</p> <p>There has been a strong presence at the Scottish Aurora programme with participants attending from 12</p>	<p><u>We will use the on-going evaluation of the Aurora programme and conduct our own review among our</u></p>
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		<p>Working with ECU on development of similar schemes for other under-represented groups (December 2013).</p>	<p>Scottish universities, as well as seven participants from SFC.</p> <p>SFC sits on the Steering Group of Equate Scotland. Following a significant period in which we were unable to attend, we now have a new member attending.</p> <p>Ongoing. ECU is currently running a trial awards round for its new gender equality mark. This aims to address gender inequalities and imbalance in the arts, humanities and social sciences, in particular the underrepresentation of women in senior roles. The</p>	<p><u>internal participants, to decide on how best to support the programme in future, with the intention to expand (November 2014).</u></p> <p><u>Better align our work with colleges and universities on this issue. We will scope out an action plan to tackle gender inequality aligning actions between the sectors where appropriate (first stage focused on governing bodies to be developed by October 2014).</u></p> <p><u>Following each pilot we will consider what role we may plan in supporting the the new Charters to tackle under-representation of certain groups in research (End of 2015).</u></p>
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		<p>Identify how data collection and monitoring of both SFC formulaic research grants and strategic research funding can be enhanced, to facilitate potential development of gender focused outcomes for both types of grant (September 2013).</p> <p>SFC to consider how the issues noted regarding male and female participation and retention across the sector can be addressed</p>	<p>charter mark utilises the experience and methodology of the Athena Swan. The Universities of Edinburgh and Glasgow are two of the thirty institutions taking part (The pilot is due for completion in October 2014).</p> <p>ECU is also recruiting for members for its pilot to develop a race equality charter mark. (The pilot is due to complete in June 2015).</p> <p>Delayed and ongoing.</p> <p>Ongoing. Partially achieved with ongoing enhancements as the Outcome Agreement process improves and</p>	<p><u>Ensure enhanced impact and alignment of SFC funded equality and diversity related activity (November 2015).</u></p> <p><u>Ongoing (monitoring through self-evaluations in October each year, statistical returns and Outcome Agreement</u></p>
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		<p>through the Outcome Agreements (September 2012).</p> <p>Development and implementation of SFC Occupational Segregation Strategy Development (June 2012).</p> <p>Through all this work, and initially through Athena Swan and Every Researcher Counts, SFC will seek to work with the sector to drive the shift in research culture that is required to ensure that every individual with the potential and desire to be an excellent researcher is recognised and adequately supported to realise that potential (Ongoing).</p>	<p>develops. The introduction of Outcome Agreements has resulted in a better understanding of institutional ambitions in this area, but there is additional work to ensure consistency of outcome for all students and staff.</p> <p>Amended. Our focus has been on working with universities to identify their gender related equality outcomes and to embed gender equality within Outcome Agreements.</p> <p>Complete.</p> <p>On track, with SFC Board representation on the EDAP ensuring continuity with policy at SFC.</p>	<p><u>dialogue throughout the year and refreshed expectations published in Outcome Agreement guidance by September each year),</u></p> <p><u>Ensure enhanced impact and alignment of SFC funded equality and diversity related activity (November 2015).</u></p> <p>Ongoing (with deadlines as outlined under each specific action).</p>
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	REF Equality and Diversity Panel and Group(EDAG) and Equalities and Diversity Advisory Panel (EDAP)	<p>SFC to provide Secretariat support to EDAP through 2012 (September 2012).</p> <p>EDAP to give advice to SFC which will promote equality and diversity within universities through the REF (September 2014).</p>		
7	Data collection	<p>Work (in partnership with HESA, RCUK, other funding bodies) to improve data collection on researcher careers (Ongoing).</p> <p>Work (in partnership with institutions) to encourage wider</p>	<p>Ongoing. The HESA staff record has been updated from AY12/13. There are now additional fields to help improve our understanding of researchers and their careers, these include more protected characteristics covered, institutional staff identification numbers, staff with zero full-time equivalence, current academic subject area, reasons for leaving and destinations as well as early career researchers and research assistants.</p> <p>In May 2014 SFC agreed to fund a Scottish level analysis of</p>	<p>Continue to work (in partnership with HESA, RCUK, other funding bodies) to improve data collection on researcher careers (Ongoing) and <u>consider how to use the data more effectively (November 2015).</u></p> <p><u>Discuss Scottish level analysis with key stakeholders and use</u></p>

		<p>participation in surveys tracking progress in implementation (eg. CROS and PIRLS) (Ongoing).</p> <p>In line with CROS 2011 recommendations to institutions, SFC to explore further analysis of CROS and PIRLS results at a Scottish level (September 2013).</p>	<p>both the 2013 CROS and PIRLS results. Through this we hope to identify and evidence Scottish strengths and weaknesses. This will help to promote the Scottish researcher environment and experience and lead to improved awareness of Scottish wide areas for improvement which can then be targeted by SFC, Universities Scotland and individual Scottish institutions.</p>	<p><u>results to target areas for improvement, amending action plan where appropriate (December 2014).</u></p>
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The Concordat's key principles:

1. Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.
2. Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research.
3. Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

4. The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.
5. Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.
6. Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.
7. The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.

Glossary

AHRC: Arts and Humanities Research Council

CROS: Careers in Research Online Survey

ECU: Equality Challenge Unit

E & D: Equality and Diversity

EDAG: Equalities and Diversity Advisory Group

EDAP: Equalities and Diversity Advisory Panel

ERC: Every Researcher Counts

HE: Higher Education

HEA: Higher Education Academy

HEI: Higher Education Institution

HESA: Higher Education Statistics Agency

IC's: Innovation Centres

IV: Innovation Vouchers

KE: Knowledge Exchange

MMM: Making Most of Masters

PECRE: Postdoctoral and Early Career Researcher Exchanges

PG: Postgraduate

PGRs: Postgraduate Research Students

PGT: Postgraduate Taught

PIRLS: Principal Investigator and Research Leaders Survey

QAA: Quality Assurance Agency

RAE: Research Assessment Exercise

RCUK: Research Councils UK

REF: Research Excellence Framework

REG: Research Excellence Grant

RKEC: Research Knowledge Exchange Committee

RTSC: Research Training Sub-Committee

SDMs: Strategic Dialogue Meetings

SDS: Skills Development Scotland

SE: Scottish Enterprise

SFC: Scottish Funding Council

SIE: Scottish Institute for Enterprise

SME: Small and Medium Sized Enterprises

STEM: Science, Technology, Engineering and Maths

SGSSS: Scottish Graduate School for Social Sciences

SGSAH: Scottish Graduate School for the Arts and Humanities

Sumac: a multi-institutional data management system for mentoring and coaching