Departmental applications: comparison of pre-May 2015, and post-May 2015 forms

Further guidance for completing each section of the post-May 2015 forms can be found in the Awards Handbook. ECU will provide further clarifications in response to feedback.

QUESTION		CHANGES/ADDITIONS
1.	LETTER OF ENDORSEMENT	= Additional 200 word allowance for a short statement from an incoming head, if the head is soon to be/has very recently been succeeded.
2.	DESCRIPTION OF THE DEPARTMENT	= Form has been restructured: Pre-2015, a "pen picture of the department" was included under "A picture of the department", this is now a separate question. = A suggested word count of 500 is provided. = Data required for the total number of academic staff, professional and support staff, and students, by gender. (Data analysis is covered in subsequent sections; this section is to provide the panel with context ahead of reviewing the self-assessment process.)
3.	THE SELF-ASSESSMENT PROCESS	= Form has been restructured: now Q.3, rather than Q.2. = Additional SAT membership details specifically requested: how appointed; how representational; any workload allocation received. = Additional details on plans for the future specifically requested: succession planning; ongoing communication with staff.
4. A PICTURE OF THE DEPARTMENT		
4.1	Student data	= Data questions have been restructured/rationalised: all data related to a level of study is presented under a single question. Example of restructured data question: undergraduate data for student numbers, conversion, and attainment is to be included under 4.1.ii. "Numbers of undergraduate students by gender". = Additional information requested: completion rates for post-graduate taught/research degrees. = Additional question: analyse the student data as a pipeline (undergraduate, through postgraduate taught, to postgraduate research).
4.2	Academic and research staff data	= Additional information requested: contract function (research-only, teaching and research or teaching-only). = Additional requirement: Reflect on the staff pipeline and issues at any grades/job type/academic contract type

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		= Moved and modified question: A contract type question (fixed/open-ended and now with specific reference to zero-hour contracts) is now included here, rather than under "Organisation and culture". The only excluded academic staff are those with one-off arrangements, such as an external individual delivering one lecture per year.
		SILVER APPLICATIONS ONLY Where relevant comment on the transition of technical staff to academic roles.
5. SUPPORTING AND ADVANCING WOMEN'S CAREERS (The word count for the section is increased: 6000 for Bronze; 6500 for Silver)		
5.1	**Key career transition points: academic staff**	= Questions have been restructured/rationalised: recruitment data and recruitment process narrative are now one question; promotions data and promotions process/criteria narrative are now one question (process/criteria narrative were included under "Career development" in the Pre-2015 form). = Additional data requested: more detail on the recruitment process (short-listing data particularly, offer and acceptance); staff perceptions of promotion (staff consultation is now a specific requirement of the process); further in-group analysis of promotion data (i.e. considering applications as proportions of the eligible pools by gender); promotions data for part-time and full-time staff. = An induction question is now included here, rather than under "Career development". = Additional question: comparison between the submission profile for RAE2008 and REF2014 (and in-group analysis).
SILVER APPLICATIONS ONLY		
5.2	**Key career transition points: professional and support staff**	= Additional questions: induction of professional and support staff; promotion of professional and support staff (including full/part-time status and data on staff perceptions). = NOTE: If there is no clear pathway for promotion, comment on how career development is supported for different types of professional and support staff, and how opportunities can be increased.
5.3	**Career development: academic staff**	= Questions have been restructured/rationalised: questions ask about a single aspect of career development ("Training" rather than "Induction and training").

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		= Additional questions: "Appraisal/development review" is now a question, rather than included under "Promotion and career development" (Pre-2015); "Support offered to those applying for research grants" is a new question.
		= Additional information requested: uptake of appraiser training by gender and data on staff perception of appraisal.
		= A new emphasis on supporting students' "academic career progression".
SILVER APPLICATIONS ONLY		
5.4	**Career development: professional & support staff**	= Additional questions, covering professional and support staff: "Training"; "Appraisal/development review"; "Support given to professional and support staff for career progression".
5.5	**Flexible working and managing career breaks**	= Data for, and reflection on, professional and support staff is to be included under each question. NOTE: Data for professional and support staff and academic staff should be presented separately.
		= Form has been restructured: Pre-2015, "Organisation and culture" preceded "Flexible working and managing career breaks".
		= Questions have been restructured: integration of data and narrative for "Flexible working" into one question (subdivided in Pre-2015); details of "Cover and support for maternity and adoption leave" are required (in separate questions) for all stages of the leave ("before leave", "during leave", "returning to work").
		= New question: "Transition from part-time back to full-time". This refers to contract flexibility, e.g. whether returning to work part-time limits the potential for that person to subsequently increase their hours.
		= Additional information requested: Maternity return rate data to include details of fixed-term contracts which were not renewed; any differences in maternity/adoption support and cover for staff on fixed-term contracts; data for shared parental leave (in line with 2015 legislation).
		SILVER APPLICATIONS ONLY Provide data and comment on the proportion of women remaining in post six, 12 and 18 months after return from maternity leave.

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5.6	**Organisation and culture**	= Data for, and reflection on, professional and support staff is to be included under each question. = Additional questions: "HR policies" (including policy versus practice); "Participation on influential external committees"; "Visibility of role models". = Additional information requested within existing questions: staff perceptions of culture, workload model, event timings and outreach delivery; internal committee data broken down by staff type; specific consideration of part-time staff when scheduling meetings and social events; the types of school participating in outreach (single-sex, comprehensive etc.).
SILVER APPLICATIONS ONLY		
6.	Case studies	= Form has been restructured: Pre-2015, "Case studies" were Q.7.
7.	Further information	= Form has been restructured: Pre-2015, this section appeared as Q.5. "Any other comments".
8.	Action plan	= Form has been restructured: Pre-2015, "Action plan" was Q. 6.