**University of St Andrews**

**Human Resources**

**Academic Review and Development Scheme (ARDS) Form**

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| Reviewee name: | Review date: |
| Reviewer name(s): | Previous review date: |

**Purpose of the scheme**

* The Academic Review and Development Scheme (ARDS) provides all academic staff with an annual meeting with their Line Manager. The purpose is to support staff to realise their full potential by reviewing progress, discussing future plans and development needs, and setting specific objectives.
* More specifically, the ARDS meetings provide an opportunity for staff to highlight their achievements, identify areas for improvements, raise issues or potential barriers to achieving objectives, and discuss how the School could provide support to staff members to reach their professional/personal goals.
* Staff are encouraged to reflect on how their work has been carried out, for instance in terms of collegiality, values and broader contributions to the School and University, not just on types and amount of achievements, and consider how their work has supported the strategic aims of the School and University in relation to the strategic themes of [World-leading](https://www.st-andrews.ac.uk/about/governance/university-strategy/world-leading/), [Entrepreneurial](https://www.st-andrews.ac.uk/about/governance/university-strategy/entrepreneurial/), [Diverse](https://www.st-andrews.ac.uk/about/governance/university-strategy/diverse/), [Global](https://www.st-andrews.ac.uk/about/governance/university-strategy/global/), [Sustainable](https://www.st-andrews.ac.uk/sustainability/) and [Digital St Andrews](https://www.st-andrews.ac.uk/assets/university/about/documents/governance/restricted/university-strategy/digital-strategy.pdf).
* All academic staff (‘teaching and research’, ‘education-focused’ and ‘research’ staff) are expected to engage in the annual ARD scheme. ‘Research’ staff will normally have the ARD meeting with their Line Manager, although some Schools may offer alternative Reviewers (e.g., Directors of Research).

**Guide to filling in the form**

* **The form is intended to be ‘light touch’, so** **please keep the content succinct**. The content of the form is complemented by material available on PURE and in the School’s workload model output.
* It is recognised that staff will differ in their goals, priorities and achievements during the previous year. Therefore, input for some sections of the ARDS form may be brief, and not all sections will be relevant to all respondents. The ARDS form is designed as a useful tool to stimulate in-person discussions.
* The ARDS form is designed for use within the School and is not routinely passed to other sections of the University. Schools are expected to maintain records of the percentage of staff that complete their annual ARDS meetings and ensure that all groups of staff are engaging equally in the process.
* Staff are encouraged to discuss their ARDS form with a mentor prior to the ARDS meeting. Information about the University’s ‘Teaching Research & Academic Mentoring Scheme’ can be found here: <https://www.st-andrews.ac.uk/capod/staff/coachingandmentoring/mentoring/researchstaffmentoring/>
* Reviewees are expected to complete **Sections A-G** of the form. **Section H** provides the Line Manager with the opportunity to summarise the discussions and the agreed set of future objectives. After the meeting, the reviewee will be sent a copy of the form with this final section completed.

**Relevant links**

[Code of Practice for the Employment and Management of Research Staff](https://www.st-andrews.ac.uk/staff/policy/hr/codeofpracticefortheemploymentandmanagement/).

**A. Overview, reflection and future plans**

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| 1. Main activities and achievements in the past year (max. 800 characters including spaces)   *Briefly list your main activities and achievements in your role in the past year, such as key objectives that have been met, tasks or projects that have been completed, and professional development that has been undertaken.* |

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| 1. Reflection on successes and limits to success (max. 800 characters including spaces)   *Briefly state what areas of your work have provided you with the most and the least satisfaction in the past year, and consider whether any issues or barriers have arisen that have prevented you from achieving your goals.* |

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| 1. Future goals and objectives (max. 1000 characters including spaces)   *List your main future goals for the coming year, and describe the specific objectives that you have set yourself to achieve these goals. It might be useful to consider whether the objectives are SMART (i.e., Specific, Measurable, Achievable, Realistic and Time-bound).* |

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| 1. Development needs and support (max. 800 characters including spaces)   *State whether any development programmes or training might help you achieve your goals. Raise any ideas for support that could be provided by the School or by the University.* |

**B. Research, scholarship and impact (include information from PURE)**

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| 1. Research and scholarship activities since last review   *Briefly list (using bullet points) your achievements in research and scholarship in the past year using the following headings.*   1. *List of publications (including pedagogical outputs) since last review and submitted/planned outputs*   i) Published    ii) Submitted or in preparation     1. *List of current grant funding, applications made, and applications planned*   i) Current funding    ii) Submitted or planned applications     1. *List of current PhD/MSc by Research students*      1. *Awards, including nominations, professional development certificates, and key academic talks* |

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| 1. Impact, knowledge exchange and outreach activities (max. 1000 characters including spaces)   *Briefly list any impact, knowledge exchange and outreach activities that you have undertaken in the past year, including any internal or external funding that has been sought and/or awarded.* |

**C. Teaching**

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| 1. Teaching activities since the last review (max. 1000 characters including spaces)   *Briefly summarise your main teaching duties and highlight any substantial changes to your teaching activity in the last year. How you have found those changes, and are there any changes you would like to see. Are there any areas where you would appreciate more support or training?* |

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| 1. Good practice and future ideas (max. 800 characters including spaces)   *Highlight examples of good practice and/or positive student feedback. Comments on how you achieved this success and any ideas for the future, including curriculum design. Indicate how you are responding to student feedback.* |

**D. Service and leadership**

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| 1. *Briefly list (using bullet points) your contributions to the School, University and the wider community in terms of service and leadership. Include examples of your contributions to creating a positive environment within your academic community, e.g., by promoting equality and inclusion, peer support or mentoring or taking action to achieve* [*sustainability*](https://www.st-andrews.ac.uk/sustainability/)*.*   a) School-level (e.g., administration roles, organisation of research-related or other activities)    b) University-level (e.g., committees, policy development, mentoring, contributing to training courses)    c) Wider academic community (e.g., conference organisation, external examiner, editorships) |

**E. Innovation and Enterprise in your role**

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| 1. *Use this section to highlight any areas where you have made innovations or have been enterprising*   *in your role or as part of the wider School/University, including those that support the* [*University’s strategic goals*](https://www.st-andrews.ac.uk/about/governance/university-strategy/global/)*. If there are areas of the roles you undertake that could stop, due to increased efficiency or innovation in other areas, please highlight these along with the impact and rationale (max 1200 words).* |

**F. Professional development and career progression**

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| 1. *Raise any items that have not yet been covered. Describe any plans for career progression, e.g., new skills that you would like to learn or new roles that you would like to undertake, and any plans for applying for promotion and/or advancing to your next career stage (max. 800 characters including spaces).* |

**G. Mentoring**

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| 1. *Do you have the mentorship you require? Is this a formal mentoring arrangement (please specify which one), or an informal setup? Is this working well for you? If you do not have a mentor, would you like one?* (max. 200 characters including spaces)   *Have you acted as a mentor? Please comment on your contribution to mentoring of other colleagues either informally or as part of a centrally coordinated mentoring programme.*  *If you have not acted as a mentor, are you interested in becoming a mentor on one of the relevant* [*University programmes*](https://www.st-andrews.ac.uk/osds/my-development/mentoring-coaching/mentoring/)*?* |

**H. To be completed by the reviewer following the meeting**

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| 1. *Document any themes that arose during the meeting, and what key objectives were planned for the coming year. Describe any ideas for support that were discussed, and any agreements that were reached.* |

**I. Sign off**

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| *If you are not satisfied that the comments noted on this form are an accurate reflection of the conversation that took place, please note the areas of concern here and then return the form to your reviewer for further discussion, otherwise please sign below and return to the reviewer:* | |
| *By signing this form, the reviewer and reviewee are confirming that it is an accurate reflection of the conversation that took place during the review meeting.* | |
| *Reviewer signature:* | *Date:* |
| *Reviewee signature:* | *Date:* |