**Appendix 1. University of Liverpool Concordat Implementation Plan 2011 – 2017**

| A. Recruitment and Selection |
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| **Concordat Principle 1:** Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research. |

| Actions 2011 & 2013 | Institutional Lead | 2015-2017 proposed actions | 2017 evidence of impact on research staff |
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| 1.1 Quarterly monitoring of progress against Strategic and Operating Plan (priorities for implementation are reviewed annually) | PVC for Research and Knowledge Exchange; Director of Research Partnerships & Innovation; Chair of Concordat Implementation Group | The new Strategic Plan of the university (2016) will highlight the priorities of the university's research and impact strategy. CIG will be incorporated in these plans in order to maintain continuous links with the implementation of the Concordat. The development and support for research staff will continue to be a vital part of the implementation of the strategy<br><br>Success Measure: Continuation of CIG work in the new structure of the university | Business as usual:<br><br>Following a restructuring of the University's development functions and the appointment of a new PVC Research & Impact, the existing CIG has formally transitioned into a new Concordat Steering Group (CSG) as of November 2017. The Steering Group is chaired by the PVC Research and Impact and incorporates a broad but focused membership representative of both the researcher community and those tasked with supporting their work and career development. The Concordat Steering Group will meet quarterly with the mandate to drive forward and monitor the successful implementation of the Concordat and the University's Action Plan. The CSG reports to the Research and Impact Operational Group in terms of alignment to other R&I activities, and the Research and Impact Committee in relation to planning and resource allocation matters. Additional Task & Finish Groups will be commissioned by the Steering Group, as required, under the leadership of the Director of the Academy, to take forward specific, time-limited projects in line with the 2017-19 Action plan. (see section 7.1.1 of the 2017-2019 Action Plan)<br><br>As per the proposed action, the Strategic Review Consultation exercise for the University's 2026 Strategy, led to a 6-month Task and Finish Group amended from the CIG membership, which put through a Statement of Expectations for PDRAs and their supervising Principal Investigators. The Statement of Expectations was subsequently approved by the University Senate in June 2017 and continues to form part of PDR discussions and role expectations (see sections 2.2, 2.6, 2.7).<br><br>Furthermore, demonstrating additional evidence of impact in relation to our support for researcher development, the University is in the process of recruiting for a newly-established senior academic post, the Associate Pro-Vice Chancellor for the Research Environment and Postgraduate Research (APVC (RE&PR)) who will work closely with The Academy. The APVC (RE&PR) role is dedicated to University's researcher development agenda and wider research environment activities supporting over 900 research staff and about 2500 postgraduate researchers. |
| 1.2 The University is in the process of reviewing its approach to recruitment and selection, to ensure that selection procedures are sufficiently robust and effective in attracting excellence. | Human Resources | The HR website will continue to be reviewed for its effectiveness to provide clear information to researchers and other staff at the university. In addition, HR managers will continue to engage with research staff through planned workshops and the annual research staff conference | Business as usual:<br><br>Human Resources have continued to make enhancements to recruitment on a rolling basis, including moving this into an online environment. All recruitment materials are currently being reviewed and reiterated to ensure alignment with Strategy 2026. The capacity building nature of this impact is evidenced through the additional enhancements focused specifically upon the research community that will be built into the revised development offer, by the newly established Academy. Furthermore, in 2013 an obligatory Recruitment and Selection training programme was launched for those involved in recruitment of staff, including research staff . This module has been completed 1271 times since then. (See section 6.1) |
| 1.3 The University will continue monitoring the use of fixed-term contracts for Research Staff | Human Resources | The HR website provides relevant support and information on contracts and other employment topics. HR managers engage with research staff through planned meetings and as part of the events available through the development programme for research staff | Business as usual:<br><br>Departments will seek to identify alternative employment for contract researchers whose projects are ending and whose employment may, as a consequence, be at risk. Once consulted formally about the end of a project, contract research staff are automatically included on the redeployment register when there are 6 months left on their contract. The impact of this on university policy in relation to research staff, is that contract research staff are able to identify, apply for and be considered as a preferential candidate for redeployment roles which they consider match their skills set and experience. |
| 1.4 The university continues to engage in discussions with staff and trade unions on the topic of using fixed-term contracts. Relevant progress and policy is documented in the HR website<br><br>HR Managers maintain a close awareness of the progress of redeployment cases and maintain consistent contact with individuals throughout the process | Human Resources | The University will continue to manage this process and maintain close contact with faculties, unions and monitor development in the HE sector<br><br>In addition, following the 2015 research staff conference, Human Resources, from 2016, will offer further support for PIs (through online resources and training events) so they are fully aware of contractual arrangements and utilise their resources (including induction; PDR; redeployment procedures) for the benefit of their researchers by engaging them in meaningful discussions and offer ongoing support<br><br>Success Measure: positive response from PIs on the effectiveness of the new programme and enhancement of their practice following the analysis of the course evaluation forms | Business as usual:<br><br>In keeping with the mandatory legal consultation, HR continues to maintain close contact with Faculties, unions and HE sectoral development initiatives. 56 research staff have completed the Research Team Leader (RTL) programme since 2015 (of which 14 opted to receive an ILM level 3 qualification). An additional 28 are enrolled in the current year. The resultant impact of the programme has been on the technical and personal skills development of research staff in relation to contract management, including understanding the role and expectations of research team leaders who operate in this environment.<br><br>Based on evaluation results, the RTL development programme has been modified to incorporate reduced cohort sizes, increased discussion and group work activity and greater input from senior managers across the University. A full evaluation and focus group meeting will help to identify further improvements and it is envisaged that the materials and resources will be made more accessible by building a more blended approach for 2018-19. |

| Actions 2011 & 2013 | Institutional Lead | 2015-2017 proposed actions | 2017 evidence of impact on research staff |
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| 1.5 The university will change recruitment and selection policies to include recommendations over the composition of selection panels, and over the minimum requirement of feedback given to all shortlisted | Human Resources | For promotion panels, in addition to Diversity and Equality training that members are receiving already, reviewers will also receive training on 'unconscious bias' (from end of 2015)<br><br>Success Measure: full compliance | Unconscious bias training sessions (intranet access only) began in 2014 and in 2016, was undertaken with members of all selection panels. 288 current staff have completed this training including all members of Annual Review Panels. Building on this full compliance, planning is now underway to formalise the process. A new online eLearning module was launched in September 2017 which provides a short (20 minute) introduction to the subject. (See 6.1) (see section 1.2.4 of the 2017-2019 Action Plan). Research staff who undertake this training are presented with opportunities to reflect on how assessments of people and situations are influenced by background, cultural environment and personal experiences. The impact of this training has been focused on those involved in decision making processes that may impact others, in particular recruitment and selection or staff or students, professional development review, promotions, assessment and interview panels etc. |
| 1.6 The University is considering changes to procedures for promotion and progression, including over the composition of panels | Human Resources | Human Resources will provide a process by which individual researchers can bring forward their own cases for promotion | Individual researchers continue to be encouraged to bring their own cases for promotion forward. The University, via its new development offering and partnership working between central services and the Academic community, is increasing the visibility of this route of career progression. (see section 2.6.5 of the 2017-2019 Action Plan)<br><br>As an example of impact and an illustration of good practice, the Institute of Integrative Biology (IIB) has established a Staff Review & Development Group (SRDG) to advise and support staff on their pathway to promotion long before they feel ready to put themselves forward into the University process. The SRDG allows staff to informally submit their CVs to: (1) be considered for promotion this year or, (2) seek feedback on readiness of CV for promotion in 1-2 years. Consequently, there has been a sustained increase in % of female applicants for promotion: 0% in 2011; 17% in 2012; 43% in 2013; 50% in 2014; 33% in 2015; 25% in 2016. |
| 1.7. An obligatory training framework has been developed at the university to outline role specific training to meet legal requirements. This expectation is communicated to all staff at the welcome event as part of the induction process. Ongoing review of the effectiveness of these modules will take place | Human Resources | The new information management system that the university introduced earlier in 2015 will allow members of staff to monitor the training elements they have completed as part of the obligatory training framework | Business as usual:<br><br>As a key feature of the University's approach to training and development, the Obligatory Training Framework is refined and enhanced on an ongoing basis, including in 2016 and 2017. Individual modules are evaluated and adapted and made available to staff as required. As an example of impact, in January 2018, the PDR module will be moved from the suite of Obligatory Training into the suite of Role Related Training modules, enabling greater specificity in the training made available to staff. This module is obligatory for all PDR reviewers. With specific reference to research staff, there were 353 research staff completions (n=997) of the Obligatory PDR module b/w Jan 2015-Oct 2017. Further demonstrating progress in relation to research staff's PDRs, the University has ratified a 'Statement of Expectations' which feeds into PDR discussions about researchers' professional development. (See section 2.2) |

**B. Recognition and Value**

**Concordat Principle 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.

| Actions 2011 & 2013 | Institutional Lead | 2015-2017 proposed actions | 2017 evidence of impact on research staff |
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| 2.1 Use of CROS and PIRLS surveys to monitor progress and opinions of research staff and their line managers | Human Resources; Educational Development Division; Research Policy | The expectation to participate to future CROS/PIRLS surveys | A bespoke Liverpool University Researcher Survey was conducted in 2017. The survey was distributed to 790 research staff and had a response rate of 27.5%, providing valuable insights into the research staff experience and directly informing planning of the Academy's new development offer for researchers. The impact of the survey has led to the planning for a week-long series of developmental activities for research staff (See section 3.3.1 of the 2017-2019 Action Plan)<br><br>While the University did not participate in the 2017 CROS & PIRLS surveys, we will recommence engagement with these important tools in 2019 onwards, under the leadership of the Concordat implementation as outlined in 1.1 above. (see section 3.5.2 of the 2017-2019 Action Plan) |
| 2.2 The PDR process is currently being revised to enhance its effectiveness as a tool for individual development. | 1. Human Resources | 1.a Departments in January and February of each year will set dates for every member of staff to have their PDR. PDRs will be undertaken and will have to be completed by September of that year. Thematic analysis of data collected will be made and appropriate actions will be taken in relation to promotions, allocation of resources for developing staff or dealing with highlighted issues<br><br>1.b Through the PDR process, PIs will be supported to engage with their research staff to develop appropriate research plans which will then be added to the Portfolio of Activity | 1a Thematic analysis is undertaken locally at departmental level where greater autonomy is exercised with regard to bespoke individual development. In a document that represents a bold and progressive declaration of intent regarding our institutional commitment to supporting researchers, the University has ratified a 'Statement of Expectations' which feeds into PDR discussions about researchers' professional development. PDR training is mandatory for all PDR reviewers under the University's obligatory training framework<br><br>1b As an illustration of impact and good practice, the University's Institute of Integrative Biology (IIB) has introduced a number of new initiatives to support the PDR process for researchers, namely:<br>- Clear promotion and reward system for researchers, administrated through IIB's Staff Review and Development Group (intranet access);<br>- Option of secondary PDR Reviewers for fixed term staff, focussed on supporting the personal development part of the process (see attached guidance document);<br>- Opportunity to directly relay feedback of their PDR experience via an anonymous feedback form (see attached email sent to staff);<br>- Joint in-house PDR training sessions delivered to reviewers and reviewees to ensure both parties understood the key aspects of the process. |

| | 2. Human Resources | 2. Supplementary face to face training for PDR reviewers will be made available<br><br>Success Measure: All PDR reviewers are trained | 2. The University offers a face-to-face PDR Briefing via a half-day workshop for all PDR Reviewers. 37 research staff took up this opportunity between March 2016 and Oct 2017.<br><br>There has been a progressive increase in PDR uptake for contract research staff:-<br>• PDR completion rate for contract research staff in 2016: 67.5%<br>• Overall PDR completion rate (all staff groups) in 2016: 78.33%<br><br>• PDR completion rate for contract research staff in 2017: 84.53%<br>• Overall PDR completion rate (all staff groups) in 2017: 87.63%<br><br>The impact of this increased PDR uptake for contract research staff, as illustrated by the IIB example above, evidences the University's targeted initiatives to ensure that research staff are given the opportunities to progress their goals, welfare and developmental areas, thereby enabling them to build their capacities and potential for promotion (see sections 2.3.2, 2.6.4 and 5.6.1 of the 2017-2019 Action Plan) |
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| 2.3 The university will monitor and review related development programmes for PIs to ensure that enhancement of existing practice in relation to research career development and supervision is appropriate and relevant to the needs of research staff | Human Resources | As a result of the 2015 research staff conference and from information gathered from CROS and PIRLS (2013/2015), the university will offer broader training with PIs about how they manage their research staff. The broader training will include areas identified in both surveys relating to employment relations and how staff should be treated; engagement in formal consultations when contracts are coming to an end or as part of induction of newly appointed research staff.<br><br>Information available on the Researcher Hub website will be reviewed to ensure its clarity and relevance<br><br>Success Measure: maintain the website as a valuable resource for all researchers and recognise its role as a one-stop shop | Business as usual:<br><br>The Research Team Leader programme continues to be offered. The Programme provides an opportunity for new and aspiring PIs to: understand how the sector is changing and the impact of this on the research environment; understand the role and expectations of PIs who operate in this environment; develop leadership and management skills; widen their professional networks and learn from senior research leaders within the University.<br><br>The Researcher Hub is in the process of being updated to feed into the new Academy intranet site, which will provide a new home for the University's development offer<br><br>In 2017, a successful Research 'Impact Leadership' programme was run at a Faculty level, which resulted in the creation of an Impact Leads Network across the University. This approach is now being evaluated with the intention of a broader institutional roll out. Indicators of progress made as a result of the development of the Impact Leads Network includes involving of the Leads in strategic planning and decision making to improve the impact agenda in their Departments; increasing opportunities for researchers to engage with the Knowledge Centres, such as Sensor City, the Virtual Engineering Centre and the Materials Innovation Factory; additional consideration regarding IP protection and exploitation; building a community of practice for impact that share expertise and good practice around research impact. |
| 2.4 Develop better workforce planning for the identification and retention of key researchers. | Faculties; Human Resources | Review of the effectiveness of the scheme and how staff going through these fellowships meet review criteria will continue to take place. The University is looking into ways to identify internal funding streams to attract and sponsor high profile researchers from the faculty of Humanities and Social Sciences as part of a similar scheme to that used in the other two faculties<br><br>Success Measure: Expand the scheme in the other two faculties and continue to attract high calibre candidates | The drive towards tenure track fellowship schemes has had success despite the funding conditions imposed by sponsors. The process has been expanded from the Faculty of Health and Life Sciences into the Faculty of Science and Engineering.<br><br>As a demonstration of this effective practice, the Faculty of HLS has appointed 54 TTFs over the past 6 years, 24 supported partially through Welcome Trust funding. 29 of these TTFs have been confirmed in appointment, with more to follow. Some have progressed to SL and Professorial level already. Each fellowship is a five year appointment with assessment for transfer to a permanent post in year 3, protection of research time, initial research support costs and dedicated mentoring. Feedback from TTFs has shown they find the support, security and freedom provided by the scheme to be invaluable to career development. (see sections 1.2.1, 1.2.2, 1.2.3 and 1.2.4 of the 2017-2019 Action Plan) |
| 2.5 Workforce planning is currently held back by the constraints of our existing IT systems. We are currently considering options for addressing these issues, to allow better Management Information and a greater responsiveness in securing and managing research posts. | Human Resources | The design and development of templates is about to begin | Business as usual:<br><br>The Planning Cycle is undertaken on an annual basis and in 2015/16 used the template driven approach described here. The Core System now produces better reportable metrics to inform planning and the process of workforce planning is under discussion with a view to developing a comprehensive approach to specifying the shape and size, operating baseline, demographic factors, performance, reward and change management.<br><br>The University engaged with two iterations of annual planning rounds, which operated within the challenges of existing IT systems. The process has strategically and technologically moved on and a new working group has been tasked with the continuous enhancement of this approach.<br><br>In a further demonstration of workforce planning progress in relation to research staff, the University has implemented a new analytical software, Makodata, which enables presentation of headcount, demographic and retirement/contract end data to facilitate the strategic consideration of workforce planning. Incorporating the implementation of the University-wide academic workload model and contribution data set, Makodata is under consideration to be rolled out further so we can see what researchers are spending their time on and what the impact of that is on data points like research papers, citations, income and teaching contribution. |

| Actions 2011 & 2013 | Institutional Lead | 2015-2017 proposed actions | 2017 evidence of impact on research staff |
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| 2.6 The PDR is used to identify possible career development opportunities. The discussion at the PDR should highlight all the options that exist for academic career opportunities | Human Resources | No further action | Business as usual:<br><br>See sections 1.7 and 2.2 above.<br><br>Impact in relation to the recognition and value of research staff via the PDR process is demonstrated by the establishment of the new Academy which is intended to foster the continuous improvement of the development options available to all staff, with a particular focus on the researcher community in the first instance (see 3.3.1, 3.5.1 and 5.6.1 of the 2017-2019 Action Plan) |
| 2.7 The University continues to develop the role expectations for researchers. Discussions with trade unions are in progress. The aim is to develop role expectations that are meaningful across broad areas of specialism | Human Resources | The University is developing role expectations documentation to embrace the full range of academic career pathways, including researchers | Business as usual:<br><br>See section 2.2 above which states that the impact of University's increased PDR uptake for contract research staff, as illustrated by the IIB example in section 2.2, in addition to the development of the 'Statement of Expectations',  evidences the University's targeted initiatives to ensure that research staff are given the opportunities to progress their goals, welfare and developmental areas, thereby enabling them to build their capacities and potential for promotion (see sections 2.3.2, 2.6.4 and 5.6.1 of the 2017-2019 Action Plan) |

| C. Support and Career Development |
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| Concordat Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment. |

| Actions 2011 & 2013 | Institutional Lead | 2015-2017 proposed actions | 2017 evidence of impact on research staff |
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| 3.1 A research staff development programme has been developed to offer a range of training opportunities in research related/transferable skills and specialist career advice. | Educational Development Division; Human Resources; Concordat Implementation Group; | Continue to review the effectiveness of the programme based on feedback received from the CROS survey and the reps of research staff associations<br><br>Based on the areas and priorities identified in the new strategic, the research staff development programme will be revised accordingly in terms of its aims and focus | Researcher Development continues to be a key focus for Liverpool. The University has recently established the new Leadership, Organisational, Staff and Academic Development Academy (The Academy) as the primary vehicle for all centrally funded and coordinated development. Details of the Academy's focus on research staff is provided in the forward action plan (2017-19) (see 3.3.1, 3.5.1 and 5.6.1 of the 2017-2019 Action Plan)<br><br>In addition to activity delivered through the Academy and its predecessors in OD and Educational Development, progress continues to be made in the developmental offering at local levels wherein individual Institutes and Schools continue to run bespoke researcher development programmes to enable a focus on disciplinary contexts. Research staff can also access developmental opportunities via the Liverpool Doctoral College programme (intranet access); the 'Researcher Know How' sessions organised by the Library Research Team and the methodological development offer delivered in Social Sciences via the engage@liverpool network.<br><br>Regarding funding for individual researcher development initiatives, an illustration of impact and evidence of best practice is the University's Institute of Integrative Biology (IIB)'s Johnston Postdoctoral Fund. This was established in 2016 to provide IIB's research staff with alternative opportunities to pursue career paths within or beyond academia. |
| 3.2 All future development provisions will continue to be aligned to the RDF. Bimonthly workshops on the use of the RDF will continue to run to allow researchers to engage productively with the framework. At the institutional induction, new researchers will receive a pack that will contain information about the RDF and other relevant initiatives that are available at the University | Educational Development Division | Embed relevant RDF content to the online PDR portal to make information easily available to PDR reviewers and reviewees (this will be done in partnership with Human Resources). This will allow for the reinforcement of the Concordat principles as part of the PDR process for PIs and research staff roles and responsibilities | Business as usual:<br><br>The RDF will provide a core strand of a new Researcher Development Framework instigated by the PVC Research& Impact. The latter is due for launch in July 2019, thereby demonstrating institutional commitment to capacity building impact through the development of researchers' skills and competencies in relation to their knowledge and intellectual abilities; personal effectiveness; research governance and organization; and engagement, influence and impact. (see 2.3.1, 2.6.1 and 3.5.1 of 2017-2019 Action Plan) |
| 3.3 Mentoring for research staff remains an important area that requires further development. Through the new information management system and work that is already in progress through Athena Swan Awards, mentoring initiatives will be developed further over the next two years | Faculties; Schools and Institutes; Human Resources | Further development of mentoring programmes will continue to take place. Numbers in the central mentoring programme need to increase and therefore further communications and resources will be added for this to be achieved<br><br>Success Measure: Continue to grow attendance to RDF information workshops (as shown in review report)<br><br>The university as a whole and schools/institutes have made significant progress in achieving Athena Swan awards and clear plans have been put in place to grow further in areas that are yet to follow in receiving the | Business as usual:<br><br>The mentoring network is available to all University staff and there are over 700 staff registered on the database.  78 researchers have joined the UoL Mentor Network as mentees looking for support and 8 have joined as mentors offering support, while 5 are acting in the capacity of both mentor and mentee. (See 2.6.3 of the 2017-2019 Action Plan)<br><br>Furthermore, a Career Coaching scheme has been designed during 2017 in collaboration with OD and IPHS.  12 volunteer members of staff have been trained as career coaches and at least 5 coaching relationships have commenced.  The intention is that the scheme is now replicated in other institutes and the University Mentoring Lead and the Institutional Athena Swan Lead are currently discussing next steps for this. |

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| | | appropriate award status. Further information on progress made since 2013 has been added in the review report. Institutional websites provide appropriate information that is accessible to all staff across schools and institutes | As additional evidence of impact in relation to mentoring initiatives for research staff, a bespoke arrangement for Early Career Research mentoring has been introduced by the Faculty of Science and Engineering and the University Mentoring Lead has delivered bespoke workshops and set up an online portal to support those acting in the capacity of mentor. 12 ECR mentors have been trained during 2017, giving them the opportunity to practice their leadership and management skills, develop their communication and interpersonal skills and gain a broader and deeper understanding of their respective working environments. |
| 3.4 Due to funding shortage, the provision of career advice for research staff has moved away from the University's careers office. In response, new careers focused workshops are on offer by the central research staff development programme and faculties. These workshops provide support for academic and non-academic career destinations | Faculties/research staff associations; educational development division; concordat implementation group; Human Resources | A paper prepared by research staff through their research staff associations (and a survey to collect relevant data) has been discussed at CIG. Further discussions will continue as part of the review of the strategic plan in order to highlight the issue of systematic career support for research staff as an important area for further development | Following a review, bespoke career events are now organised at Research Institute or School Levels to ensure targeted and timely activities in various disciplines. (see 3.1 above) Progress continues to be made in the developmental offering at local levels wherein individual Institutes and Schools continue to run bespoke researcher development programmes to enable a focus on disciplinary contexts. Research staff can also access developmental opportunities via the Liverpool Doctoral College programme (intranet access); the 'Researcher Know How' sessions organised by the Library Research Team and the methodological development offer delivered in Social Sciences via the engage@liverpool network. (see sections 2.3.1, 3.2.3 and 3.2.4 of the 2017-2019 Action Plan). |
| 3.5 The University is developing role expectations documentation to embrace the full range of academic career pathways; built into these plans is the expectation of movement between career paths, for example researchers moving to Teaching & Research roles or to Teaching & Scholarship, as appropriate | Human Resources | The university has developed role expectations (to be endorsed). This is a process under continuous review and appropriate changes are made so role expectations remain relevant and continue to reflect what researchers are doing in their jobs | Business as usual:<br><br>See 2.2. above. The 'Statement of Expectations' defines expectations around responsibilities of research staff and principal investigators with an emphasis on embedding professional practice. The Statement represents an impactful institutional initiative towards recognising the responsibilities and duties of research staff. PIs are tasked with supporting the career development of researchers through a focus on development, a concern for the research environment and via the PDR as a vehicle for discussing career development, with reference to the Vitae Researcher Development Framework (RDF). |
| 3.6 The university will continue to engage with strategic initiatives relating to funding arrangements | PVC for Research and Impact; Research Policy | The new strategic plan will set the priorities in relation to this area | As a research intensive Russell Group University, engagement with strategic initiatives linked to research funding is integral to Liverpool's institutional practice. A significant element of this activity happens at faculty level, where contextual knowledge of both funders and funding opportunities can be brought into play most effectively, though always with support from and in partnership with research support in the central professional services. For example, indicators of progress include continued engagement by the Faculty of HSS with the Nuffield Trust, Welcome Trust ESRC, Leverhulme and GCRF - facilitating organisational visits, ECR workshops and focused development sessions on making successful grant applications. Similarly, FSE has hosted a number of funder visits, including EPSRC Mathematical Team, Healthcare Technologies Team and Manufacturing the Future Team. Each of these activities is enhanced with ECR workshops, career development sessions. EPSRC Institutional Sponsorship allocations to the University of Liverpool have been awarded via internal competition. To ensure that our Early Career Researcher community were fully aware of this opportunity, calls were advertised via a Faculty-wide ECR Forum. With regard to impact, the selected projects supported at least 5 Early Career Researchers, with two awards explicitly facilitating collaborative working between ECRs. A number of schemes enhance internal opportunities. For instance, in HSS a PGR development fund is managed at Faculty level. This runs as a biannual competition for PGR students to apply for funding to support the organisation of events and activities. The Faculty is particularly keen to support events which promote collaboration across and between disciplines and departments. Applicants may apply for up to £500 under this scheme for networks, conferences and outreach events which they coordinate and manage.<br><br>Moving forward, the University is particularly keen to further enhance the progress evidenced above relation to opportunities for ECRs with experience of successful funding applications to share their learning and best practice. (See section 3.2.1 of the 2017-2019 Action Plan and the University's Research and Impact Strategy implementation plan |
| 3.7 Monitor the effectiveness of induction at all levels | Educational Development Division; research staff associations in schools/institutes | Induction processes will continue to be monitored for their effectiveness | The University continues to recognise the importance of well-designed induction processes for the future success of research staff. The Academy, in partnership with the key professional services and Faculties will be reviewing induction and orientation activity at both institutional and local levels, to ensure it is fit for purpose, linked appropriately to Strategy 2026 and operating effectively with the Obligatory Training Framework. Examples of progress and evidence of good practice at the level of local induction include:<br>- new starters invited to complete an induction feedback form within 3 months of their start date. This information is used to consider how to improve the induction process.<br>- local working group focussed on improving the induction experience for all categories of staff.<br>- mandatory induction PDRs for all new staff within 3 months of their start date.<br>- A staff information booklet and guidance for inductors.<br>(see sections 3.6.1 and 5.6.1 of the 2017-2019 Action Plan) |
| 3.8 The University has developed what is now known as 'university values and a code of ethics' for all staff. Continuous monitoring and review of this work will take place to ensure relevance with university ambitions | Human Resources | The code of ethics will be revisited regularly to ensure it represents current institutional expectations | Business as usual:<br><br>The University continues to operate a combined 'Values and Ethics' document which is evidenced in the University's values and ethics in the 2026 Strategic Plan (p.9). Further work to embed these within Departments, to reflect them in role expectations and to define what these mean in more specific terms within academic disciplines and operating units will take place throughout 2018/19. Furthermore, the statement of Values and Ethics Principles will become a contextual document for PDR, in addition to the Statement of Expectations which continues to form |

| | | | part of PDR discussions and role expectations (see sections 2.2, 2.6, 2.7 above). The progress indicated above evidences the institutional initiatives towards enhanced mechanisms for engaging and supporting staff on research only contracts to ensure that they are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment. |
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| 3.9 Expand on European Research Council funding success | Faculties; Research Policy | Implement a long-term strategy that will include ongoing support to European funding applicants and build internal capacity and expertise through support networks, mentoring, mock interviews and named points of reference<br><br>Success Measure 1 - 2: Observe a clear increase in shortlisted and successful applications; Achieve shortlisted/successful applications in all faculties | As the sector continues to address upcoming changes in our relationship to Europe, Liverpool maintains a focus on achieving ongoing success in relation to funding applications. (see sections 3.2.1 of the 2017-2019 Action Plan).<br>Some indicators of our progress and success are captured below for illustrative purposes. However, activity to foster further success in this space is key. For instance: interview and peer review processes to support ECFs, fellowship workshops and mentoring, grant-writing workshops focused on the ESRC New Investigator's Award and feedback sessions. In 2015, the University established a multi-disciplinary institutional Peer Review College, which aims to help improve the quality of research bids being submitted by providing constructive feedback to applicants. The cross-disciplinary College comprises 90 researchers at different stages of their research career. In 2017, 17 early career researchers were supported to apply for different funding schemes, including 4 ECRs to the European Research Council.<br><br>Recent ERC successes include:<br>Dr Konstantinos Mavrokoridis (Physics) was awarded an ERC Starting Grant in 2015<br>Prof Matt Rosseinsky (Chemistry) was awarded an ERC Advanced Grant in 2016<br>Dr Alessandro Tagliabue (Environmental Sciences) awarded ERC Consolidator Grant in 2017<br>Dr Frans Oliehoek (Computer Science) awarded ERC Starting Grant in 2017 |

| C. Support and Career Development (continued…) | | | |
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| **Concordat Principle 4:** The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career. | | | |
| **Actions 2011 & 2013** | **Institutional Lead** | **2015-2017 proposed actions** | **2017 evidence of impact on research staff** |
| 4.1 An accredited 'Teaching for Researchers' qualification has been developed offering a training opportunity to researchers to develop teaching related skills. The course is accredited by the Higher Education Academy | Educational Development Division | An evaluation project for the course is currently in progress in order to establish the impact of the course to researchers' career progression.<br>Success Measure: Publish findings in IJRD academic journal<br>Due to the demand for the course a case for further human resource to be added to the existing course team has been made to the university and is currently under review<br>Success Measure: Expand the course team and maintain current levels of quality and participant satisfaction; in addition the course is up for reaccreditation in 2016 – as a result successful reaccreditation should be seen as a successful outcome | Business as usual:<br><br>The course is ongoing and is still oversubscribed, having been successfully reaccredited in line with wider Educational Development provision. Between 2009/2010 and 2016/2017, 325 participants completed the TRP. Of these, 34 participants are currently engaged in career development activities progressing to Standard Descriptor 2 of the HEA UKPSF. An additional 10 participants have successfully achieved Fellowship of the HEA, demonstrating the impact of the TRP on researchers' personal and career development and lifelong learning. The Academy has plans in place to restructure the course and optimise resourcing as part of a full-scale review of accredited and non-accredited Teaching Development Programmes. |
| 4.2 Membership with Vitae | Concordat Implementation Group | Continue to engage and support where necessary initiatives from Vitae in relation to research staff development processes | Business as usual:<br><br>The University continues to give precedence to membership with Vitae. Progress is evidenced by the recent increase in resourcing towards researcher development at an institutional level. Furthermore, the University has recently established the new Leadership, Organisational, Staff and Academic Development Academy (The Academy) as the primary vehicle for all centrally funded and coordinated development (see section 3.1). Details of the Academy's impact and focus on research staff is provided in the forward Action Plan (2017-19) (see 3.3.1, 3.5.1 and 5.6.1 of the 2017-2019 Action Plan) |
| 4.3 Implement researchers' forums in all Schools and Institutes | Research staff associations in schools/institutes; Concordat Implementation Group | a. Continue to work closely with research staff associations in order to collect relevant information and inform future developments in supporting research staff<br><br>b. As a result of the positive developments in the way research staff associations have been developed and the way the engage with central services, a new training theme will be offered to representatives of researchers on understanding the wider university and communicating views and representing their peers | Business as usual:<br><br>There are currently 6 research staff forums and networks for researchers operating at the local level. An example of such a forum is the School of Physical Sciences (SoPS) Researcher Forum which aims to support and serve researchers by providing representation within the School, a place to meet other postdocs, a platform to enable consultation with postdocs about events / school plans that affect researchers, and by providing information about career development courses. They meet quarterly and arrange talks and networking events.<br>As an additional indicator of impact, the Faculty of Humanities and Social Sciences are leading on the University's research theme pertaining to 'Heritage'. The makeup of both the formal Steering Group and the wider group is deliberately drawn from across the academic career spectrum. ECR's are represented on the Group and are key contributors to thematic events and initiatives, including co-production of local and national cultural events with industry partners and the local city region.<br><br>In discussion with the networks above, the Academy is in the process of mapping researcher forums across the University and is offering to support the establishment of a University-wide Research Staff Association. |

| Actions 2011 & 2013 | Institutional Lead | 2015-2017 proposed actions | 2017 evidence of impact on research staff |
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| 4.4 Research staff have been actively consulted in the development of the University's Strategic Plan and in a recent Strategic review (2011). They are represented on committees in Schools and Institutes, but practice is clearly uneven here. | PVC for Research and Impact; Concordat Implementation Group; Research Policy | The development of the new strategic plan (2015/2016) for the university allows for all research staff to engage with consultation processes that have been put in place across the university<br>In addition, the analysis of the CROS and PIRLS surveys have been disseminated in relevant university committees for further discussion and in order to identify good practice and issues that exist in the way PIs and research staff are supported and developed | The Strategic Review consultation process (intranet access) took place through the Schools and Institutes, via an online survey and a series of consultation events in which staff were consulted on their views on the 2015/2016 Strategic Review Green Paper (intranet access). The Green Paper posed 14 questions around the overarching strategy and the key areas of Education, Professional Services, and Research and Impact. Staff consultation on the strategic plan was successfully delivered via Schools. Concerns arising from the strategic review consultation relating to the need to do more to nurture and support our Post-Docs were addressed via a Task and Finish Group. The TFG developed a Statement of Expectations for PDRAs and their supervising Principal Investigators. The Statement of Expectations was subsequently approved by the University Senate in June 2017 and forms part of PDR discussions and role expectations. The Statement presents the University's commitment to engage in dialogue with research staff and evidences the University's targeted initiatives to ensure that research staff are given the opportunities to progress their goals, welfare and developmental areas, thereby enabling them to build their capacities and potential for promotion (see sections 1.1, 2.2, 2.6 and 2.7). |

| D. Researchers' responsibilities |
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| **Concordat Principle 5:** Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning. |

| Actions 2011 & 2013 | Institutional Lead | 2015-2017 proposed actions | 2017 evidence of impact on research staff |
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| 5.1 The University's has established a number of centres of specialist expertise, focused on meeting the requirements of business, industry and public sector organisations. We also have a range of facilities and laboratories which organisations can use on a one-off or regular basis. | Educational Development Division; Business Gateway; PVC's Office | Continue to develop appropriate support in the area of entrepreneurship and establishing partnerships with industry and businesses.<br><br>Evaluate the benefit of this activity in terms of offering career alternatives and relevant support for researchers as part of their career development | The University continues to advance support for researchers in the area of entrepreneurship and establishing partnerships with industry and businesses, as stated in the 2026 Strategy "We will expand the opportunities that we offer by building a global network of employer and study partnerships alongside support for entrepreneurship" (p.14). Examples of ongoing good practice include the Virtual Engineering Centre - a translational research centre in Daresbury, Liverpool and London which facilitates exploitation of our expertise in augmented and virtual reality to address industry challenges. Another illustration of progress made in relation to this action is the University's EPSRC Impact Acceleration Account (intranet access) which has provided and continues to provide funding support to deliver impact outcomes (Industrial engagement, IP and Exploitation) from EPSRC funded research. (see section 3.2.2 of the 2017-2019 Action Plan) |
| 5.2 The revised Portfolio of Activity encourages all research active staff to develop their research plans and identify new areas for development. These plans should form the basis for discussions to take place at individual research planning meetings and the PDR | Human Resources | Continue to support PIs and research staff to utilise their research planning meetings and PDRs for developing future plans in terms of their research and wider career plans and priorities | The University is in the process of updating the Portfolio of Activity and developing the contributions dataset in line with a workload allocation model. Revisions to PoA will begin from April 2018. These will include the importation of CONSULT data, the inclusion of the Contributions Data Set and research data derived from Elements. It is intended that the Workload Allocation Model will also be accessed via PoA or WAM outputs summarised within the PoA. Further discussions about the progress and scope of this development work begin in January 2018. (see 6.3 below and section 2.2.2 of the 2017-2019 Action Plan) |
| 5.3 The University is committed to maintaining high ethical standards in the research undertaken by its staff and students.<br><br>Research ethics feature in new staff induction, and in the Research Leaders Programme. The University offers training courses in how to publish research, which includes ethical issues. | Concordat Implementation Group; Legal, Risk and Compliance; CSD | Promote further ethics and RDM initiatives as part of the university's expectations in maintaining high standards in these areas<br><br>Success Measure: Successful appointment of RDM manager to continue with the development of support events for all researchers | Business as usual:<br><br>An RDM manager was appointed in January 2016 who then commenced the RDM service, including new webpages, workshops under the Researcher Knowhow banner and advocacy work. The RDM Manager continues to work closely with the University's Senior Research Ethics and Integrity Officer. An online system has been introduced for applications seeking research ethics approval. The system has been designed such that applicants are presented only with questions directly appropriate to the specific methodologies being utilised in the study. This aims to encourage reflection and learning of the relevant ethical issues and to improve the quality of the applications. As an additional indicator of progress in this area, an online training resource has been developed that introduces the basic concepts of research ethics. Completion of this basic training has now been made a compulsory requirement for all academic staff; with a similar course available to students. |
| 5.4 A range of development opportunities and support services are in place for Research staff. All these options are highly recommended and ultimately it is up to the researcher to decide whether to engage or not. The existing support is regularly reviewed and research staff are invited to offer feedback and make suggestions for improvement where necessary. | Educational Development Division; Research staff associations in schools/institutes | Continue to work closely with research staff associations in order to collect relevant information and inform future developments in supporting research staff | In addition to The Academy's 'Teaching for Researchers' programme, there are institute- and department-level developmental sessions and workshops that are organised. Progress continues to be made in the developmental offering at local levels wherein individual Institutes and Schools continue to run bespoke researcher development programmes to enable a focus on disciplinary contexts. Research staff can also access developmental opportunities via the Liverpool Doctoral College programme (intranet access); the 'Researcher Know How' sessions organised by the Library Research Team and the methodological development offer delivered in Social Sciences via the engage@liverpool network. (see 3.1 above).<br><br>Furthermore, The Academy is currently developing a new researcher development offer, following a comprehensive review of central and local provision (see 4.1 of this document and 2.3.1, 2.6.1 and 3.5.1 of 2017-2019 Action Plan) |

| E. Diversity and Equality | | | |
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| **Concordat Principle 6:** Diversity and Equality must be promoted in all aspects of the recruitment and career management of researchers. | | | |

| Actions 2011 & 2013 | Institutional Lead | 2015-2017 proposed actions | 2017 evidence of impact on research staff |
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| 6.1 To assure fairness, consistency and the best assessment of the candidate's potential, the University has in place the following procedures (the following policies are now incorporated under the Equalities Act):<br>- Positive Action Statement<br>- Dignity at Work and Study Policy<br>- Race Equality Scheme<br>- Gender Equality Scheme<br>- Age Equality Policy Statement<br>- Religion and Belief Equality Policy Statement<br>- Disability Equality Policy<br>- Sexual Orientation Equality Policy Statement<br>- Two ticks Disability Scheme<br><br>The University has signed the Mindful Employer's Charter for Employers Who Are Positive about Mental Health<br><br>The University is taking part in the Stonewall Workplace Equality Index, a tool used to evaluate workplace practices on sexual orientation equality | Human Resources | Continue to monitor the implementation of these policies; unconscious bias training will be introduced from 2016 for all recruitment and promotion review panels | Business as usual:<br><br>- E-Recruitment – A new HR E-Recruitment process was launched in 2016 standardising the application process for all posts, and capturing data more efficiently. This includes the Two Ticks Process and the ability to adopt new positive action (Guaranteed Interview Scheme) systems if needed.<br>- Equality Framework 2016-2026 – with the development of a new institutional strategy, and corresponding Equality Strategy has been developed which sets out 6 Staff Strategic Equality Objectives, and Roles and Responsibilities for managers and staff. This was approved in 2016/2017. A corresponding Equality Action Plan has been in development setting out priority actions to implement the framework. This is currently being approved and should be adopted by March 2018.<br>- Disability Confident – The University migrated from the Two Ticks Scheme to Level 2 Disability Confident in September 2016, the Governments new disability charter in employment. The University successfully renewed the charter in September 2017 for a further 2 years.<br>- Time to Change – The University withdrew from the Mindful Employer Charter and joined the Time to Change Pledge in 2016. A subsequent action plan was developed to promote mental health in the workplace and a review or student and staff mental health support was undertaken in 2016/2017.<br>- Stonewall WEI – The University continues to be a Stonewall Diversity Champion, and have taken part in the Annual Workplace Equality Index achieving the scores 2013: 58th, 2014: 57th \| 2015: 102nd, 2016: 188th, 2017: 127th \| NB: The assessment methodology changes every 3 years denoted by a '\|'.<br>- Athena SWAN – The University achieved an institutional Bronze Renewal in 2013 and a Silver award in 2017. Since 2013 10 Schools and Institutes have achieve their own awards including IIB achieving Gold. HSS Schools have now started their AS journey.<br>- Race Equality Charter – the University is currently laying the ground work for the future membership of the race equality charter.<br><br>Training<br><br>- Obligatory Introduction to Diversity and Equality – in 2013 an online obligatory training module was launched. As of 31st October 2017, 78% of staff have completed D&E training or 91% of Managers/Team Leaders or 79.4% of Research ONLY staff or 85% of Teaching & Research ONLY staff.<br>- Recruitment & Selection – in 2013 an obligatory Recruitment and Selection training programme was launched for those involved in recruitment of staff. This module has been completed 1271 times since then.<br>- Unconscious Bias Training – In 2014 UB training sessions began to be delivered. 288 current staff have completed this training including all members of Annual Review Panels.  128 (44%) are line managers and 102 (35%) are Researcher, Clinical or T&R staff. A new online eLearning module was launched in September 2017 which provides a short (20 minute) introduction to the subject.<br>- Equality Impact Assessment Training – Since 2016 EQIA training has been rolled out to staff / decision makers to ensure that they are prepared to completed EQIA's. The content includes the principles of Positive Action and a summary of the PA Guidance. 147 current staff have completed this training, including 79 (54%) manager, and 20 (14%), Research's or T&R staff. |
| 6.2 The University has in place information and processes on Health and Welfare of employees<br><br>Every policy in the University is impact assessed. | Human Resources | Continue to monitor the implementation of these policies and review information available on the website | Business as usual:<br><br>In 2016 the University introduced a Wellbeing Hub (intranet access) on the intranet pages. This provides information and guidance on wellbeing and health for all students and staff and led to an increase in staff knowing where to find information relating to wellbeing according to staff survey responses in 2016.  There was also awareness raising activity at institute/school and University level in wellbeing week in May 2016. This included specific sessions for research staff, particularly early career researchers, promoting wellbeing through stress management, resilience and positive mental health. The analysis of the 2016 staff survey results and other consideration has led to the Wellbeing Board agreeing that a priority group for 17-18 should be PGR and ECR and the University is currently exploring external funding for project work that will help support the wellbeing of these groups.<br><br>The University's current Impact assessment training commenced in June 2016. To date, 147 members of staff (including 26 research staff) have taken this up. Changes to the governance documentation for key committees has also underlined the requirement for impact assessments to take place.<br><br>Equality Impact Assessment – in 2016 the University renewed the EQIA process and set about training staff to complete the EQIA of decisions. A flexible approach is adopted with the responsibility to ensure equality compliance being that of the developer and the decision makers. New guidance was issued to committees in September 2017 highlighting the EQIA requirements. HR does not monitor all |

| | | | "due regard" decisions but does provide advice and guidance to staff who are completing a EQIA. Training (outlined above) is being rolled out and a webpage provides guidance.<br><br>Employee Assistance Programme – Validium is the Universities EAP providing counselling, legal and personal advice and online resources. This is promoted via induction, online, and linked across the website including the University's Wellbeing Hub and promoted during Wellbeing Week. |
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| 6.3 The University is developing a Workload Balancing Tool, linked to the Portfolio of Activity and PDR; this will allow for a better calculation of workloads and ensure that all academic staff's workloads are within safe limits. | Human Resources | A universal model on workload management will be acquired | The University is making progress towards an Academic Workload Allocation Model. Progress to date is as follows:<br><br>- Completed review existing University wide academic Workload Allocation Model's and associated Tariffs.<br>- Consulted internally and externally for best practice.<br>- Developed Framework and associated Tariffs following an internally developed pilot of an initial model.<br>- Business requirements established and went out to tender.  Stage 1 completed July 2017.<br>- Following feedback from suppliers and sector, procurement has been paused and further work is being planned to understand the quality of data within our systems to support the future implementation.<br>- Planning is currently underway for a local implementation of Framework and Tariffs across institution 2018/19. If this is successful a proof of concept utilising a procured strategic solution 2019/20<br><br>(see section 2.2.2 of the 2017-2019 Action Plan) |
| 6.4 The University of Liverpool has been awarded the 'Two Ticks' disability symbol by the Jobcentre Plus for its proactive approach and positive commitment towards the employment, retention, training and career development of disabled employees. | Human Resources | Ongoing process | Business as usual:<br><br>The University migrated from the Two Ticks Scheme to Level 2 Disability Confident in September 2016, the Governments new disability charter in employment. The University successfully renewed the charter in September 2017 for a further 2 years. The Two Ticks process is an integral part of this charter and the University continues to run this Guaranteed Interview Scheme during recruitment.<br><br>Through a combination of disclosure and recruitment, the proportion of staff declaring a disability has increased form 3.4% (Sept 2014) to 4.7% (Sept 2017) or 180 to 286. Of those that are Research/T&R/Clinical, the number has increased from 43 in Sept 2015 to 67 in Sept 2017.<br><br>(see section 6.1.1 of the 2017-2019 Action Plan) |
| 6.5 The University is actively engaged with Athena Swan | Human Resources; Faculties/Schools/Institutes | Continue to offer support to schools/institutes developing processes to apply for the award<br><br>Success Measure: All successful schools and institutes renew their applications | Business as usual:<br><br>As of November 2016, the University has achieved the Athena SWAN Silver award. We now hold the following departmental awards:<br><br>- Faculty of Health & Life Sciences – 1 Gold, 4 Silver and 1 Bronze award (this Bronze award is held by the Institute of Learning & Teaching, we have applied for this to be transferred as 3 separate awards for the new institutes).<br>- Faculty of Science & Engineering – 1 Silver and 3 Bronze awards.<br>- Athena SWAN has now been expanded to include staff in arts and humanities subject areas, so work is underway with the Faculty of Humanities & Social Sciences. The intention is that all four Schools will submit applications for Bronze awards in 2018.<br><br>The University continues to align the activity of the Concordat Steering Group with that of the Athena SWAN, in addition to an ongoing commitment to the achievement of an institutional gold award. (See section 6.10.1 of the 2017-2019 Action Plan) |

**F. Implementation and Review**

**Concordat Principle 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.

| Actions 2011 & 2013 | Institutional Lead | 2015-2017 proposed actions | 2017 evidence of impact on research staff |
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| 7.1 The University is establishing a Concordat Implementation Group to review all aspects of the University's compliance and to maintain an action plan.  It also has responsibility for engaging in national developments, debates and initiatives in relation to the Concordat and the support and development of researchers | Concordat Implementation Group | The current development of a new strategic plan will provide new opportunities and new structures in order to continue developing processes to support research staff and their PIs at the university | The Concordat Steering Group (CSG) is chaired by the PVCRI and is a strategic group tasked with working towards the Concordat Action Plan items. (See 1.1) (see section 7.1.1 of the 2017-2019 Action Plan). The CSG membership incorporates representatives from across the three University Faculties, including the Research Leads and Associate PVCs Research & Impact, key Professional Service leaders, the Athena Swan Group and, most critically, two Post Docs from each Faculty. The CSG reports to the Research & Impact Strategy Committee in terms of alignment to other R&I activities, and the Research and Impact Committee in relation to planning and resource allocation matters. In addition to the consultation on progress and future priorities enabled through the above processes, an internal Researcher Development Survey was launched to capture feedback directly from the researcher community, while also informing the Academy's work to redesign researcher development. The survey was cascaded through members of CSG, Departmental and Faculty Research Staff |

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| | | | Associations and parallel networks. A response rate of 27.5% provided an important insight into the perceptions and experiences of researchers and will provide a benchmark for our participation in the CROS survey 2019. |
| 7.2 The University is committed to the implementation of existing practice as described in previous paragraphs in the pages of this action plan and the submitted report<br>The University collects data on staff on the following equality strands – age, gender, disability, race, religion and belief, sexual orientation. We use this data to inform our Diversity and Equality action plans and it is available as management information to support all policy development<br>The University continues to monitor research staff and PIs' opinions in relation to the research environment and staff development through the CROS/PIRLS surveys | Concordat Implementation Group; Research Policy | Throughout 2016 and following the development of the university's new strategic plan | As per the proposed action, the University's 2026 Strategic Plan (p.12) states the University's "Research and Impact Strategy 2016-2021 is first and foremost about people; creating the right environment and supporting our researchers at every career stage…" (see particularly sections in sections 1.1, 2.2, 3.8. 4.4. 5.2 and 6.5 of this document), the University is committed to the implementation of the University's Concordat Implementation Plan and progress with actions.<br>In addition, at local level, we continue to innovate in relation to supporting research-active staff. Some indicators of progress and impact in relation to the creation of communities of good practice include:<br>LivWiSE: Our LivWiSE group (Liverpool Women in Science and Engineering) continues to grow and successfully celebrates, supports and promotes women in science, technology, engineering, maths and medicine. LivWiSE has over 1100 members who range in age and experience, from students and academics, to alumni and corporate partners. The network organises popular events, lectures, networking and development opportunities.<br><br>LivIDEA: Is a maker collective in the Faculty of Science and Engineering that provides a welcoming and collaborative environment for staff to learn new skills and make ideas into reality. They hold monthly events on a range of topics for everyone, from group learning sessions on 3D design and printing to virtual reality. A 2017 'Robots and Code' workshop organised by Sensor City, HiPy and LivIDEA attracted over 100 delegates from the local community, students and researchers. Additionally, in a demonstration of conceptual impact, 3 ECRs were invited to present their ideas at a Royal Society event in London in September 2017. |

Abbreviations:

**APVCsR&I** – Associate Pro-Vice Chancellors for Research and Impact from each Faculty
**APVC (RE&PR)** – Associate Pro-Vice Chancellor for the Research Environment and Postgraduate Research
**CIG** – Concordat Implementation Group
**CROS** – Careers in Research Online Survey
**CSG** – Concordat Steering Group
**E&D** – Equality and Diversity
**FSE** –Faculty of Science and Engineering
**HEIF** – Higher Education Industrial Fund
**HLS** – Faculty of Health and Life Sciences
**HR** – Human Resources
**HSS** – Faculty of Humanities and Social Sciences
**IIB** – Institute of Integrative Biology
**IPHS –** Institute of Psychology, Health and Society
**OD** – Organisational Development
**PDRA** – Post Doctoral Research Associate

**PIRLS** – Principal Investigators and Research Leaders Survey
**PIs** – Principal Investigators
**PoA** – Portfolio of Activity
**PS** – Professional Services
**PVC R&I** – Pro Vice Chancellor for Research and Impact
**R&I** – Research and Impact
**RPI** – Research Partnerships and Innovation Department
**RSA** – Research Staff Association
**RSO** – Research Support Office
**RTL** – Research Team Leaders Programme
**SL –** Senior Lecturer
**The Academy** – The Leadership, Organisational, Staff & Academic Development Academy
**TTF** – Tenure Track Fellowships
**WAM** – Workload Allocation Model.