Appendix 2: Action Plan to Support the Implementation of the Concordat to Support the Career Development of Researchers

2017-2019

UNIVERSITY OF LIVERPOOL

A: RECRUITMENT AND SELECTION Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.				
	Concordat clause and new action(s) 2017-2019	**Lead**	**Success measure**	**Timescale for completion**
A.1.2	*Employers should strive to attract excellence and respect diversity (see Principle 6). Recruitment and selection procedures should be informative, transparent and open to all qualified applicants regardless of background. Person and vacancy specifications must clearly identify the skills required for the post and these requirements should be relevant to the role.*			
	1.2.1 Evaluate and build on our successful development of Tenure Track Fellowships (TTFs) and associated schemes to further enhance the recruitment and retention of excellent researchers.(see section 2.4 of the 2011-2017 Action Plan)	APVCsR&I	Evaluation findings and recommendations put forward for action to offer more than 50% TTFs confirmed appointments across the three faculties Ongoing enhancement of research performance in areas where TTF and associated schemes are in operation	April 2018 Linked to timeline of each individual intervention within 2018-19
	1.2.2 Embed transparent recruitment and development practices across TTF activity and cascade best practice to broader researcher community	APVCsR&I	Best practice approaches drawn from fellowship schemes embedded within organisational approaches to researcher development.	Linked to timeline of each individual intervention from 1.2.1 within 2018-19
	1.2.3 Continuously improve the targeting, effectiveness and openness of our recruitment strategies to attract high calibre candidates regardless of background. (see sections 1.2 and 2.4 of the 2011-2017 Action Plan)	HR & Faculty/ School/ Institute leads	Increase in research base and capacity to facilitate ongoing enhancement of research performance in targeted areas in order to formulate a benchmark	August 2018
	1.2.4 Continue to develop themed recruitment in key areas of institutional focus. (see sections 1.2 and 1.5 of the 2011-2017 Action Plan)	HR & Faculty/ School/ Institute leads	Increase in number of research staff in areas of key institutional focus in order to formulate a benchmark	August 2018

	B: RECOGNITION AND VALUE **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.**			
	Concordat clause and new action(s) 2017-2019	**Lead**	**Success measure**	**Timescale for completion**
B.2.2	*Commitment by everyone involved to improving the stability of employment conditions for researchers and implementing and abiding by the principles and terms laid down in the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and Joint Negotiating Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisations.*			
	2.2.1 The design of research related contracts will be reiterated to clearly outline the percentage of time available to core activities including research, personal and professional development, holiday entitlement, working hours and parental leave. (see section 2.7 of the 2011-2017 Action Plan)	HR & Faculty/ School/ Institute leads	Greater clarity and consistency in expectations and working conditions will be reported by relevant staff groups in the 2019 CROS and PIRLS surveys (see 3.5.2).	January 2019
	2.2.2 The expectations of researchers will be mapped across to ensure clarity for both researchers and research leads (see sections 2.2 and 5.2 of the 2011-2017 Action Plan)	HR & Faculty/ School/ Institute leads	WAM will reflect agreed changes and will be informed by the Statement of Expectations	In line with WAM project timescales
B.2.3	*Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams. Employers should ensure that research managers are made aware of, and understand their responsibilities for the management of researchers and should provide training opportunities, including equality and diversity training, to support research managers in doing this. Institutions will wish to consider how research managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management.*			
	2.3.1 Pilot new approaches to career development within key institutes, in line with Athena SWAN planning, with the intention of rolling out lessons learned across the institution (see sections 2.3, 2.6 and 5.1 of the 2011-2017 Action Plan)	The Academy/ IIB	Delivery of a successful pilot week of research career development activity, including a specific focus on research managers' responsibilities. Lessons learned embedded within The Academy's new Development Framework for Research staff, referenced to the RDF.	March 2018 May 2019
	2.3.2 Build on existing business as usual practices as captured in the obligatory training framework and associated activity. (see sections 1.7 and 3.7 of the 2011-2017 Action Plan)	The Academy/ HR	Launch of a toolkit / resource pack for all research leaders and research staff on career progression, performance management and development opportunities that is made available on the new Academy intranet pages. Further partnership working with key institutes to model best practice in order to formulate a benchmark development activity.	March 2019 December 2018

	Concordat clause and new action(s) 2017-2019	Lead	Success measure	Timescale for completion
	2.3.3 Augment the existing development offer for current and prospective senior role holders to incorporate a renewed focus on research leadership and performance management (see sections 2.3, 3.1 and 5.3 of the 2011-2017 Action Plan)	The Academy	Establishment of a process to put forward recommendations for a reiterated leadership and management development offer to core stakeholders	August 2018
	2.3.4 Review the scope, focus and effectiveness of the existing leadership and management offer to ensure it meets current and prospective senior role holders' expectations	The Academy	Phased introduction of renewed leadership and management development offer in order to formulate a benchmark of activity (see 2.6.2)	January 2019
B.2.6	*Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay progression. Promotion opportunities should be transparent, effectively communicated and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies.*			
	2.6.1 Develop a cross-institutional Researcher Recognition Framework which maps the RDF, career and practice development from PGR through PDRA, ECR and all research related roles, while providing recognition of achievement and success (see 3.5.1).	PVC R&I/ APVC RE&PR/ APVCsR&I/ The Academy/ HR	Pilot Framework, review feedback with a representative sample of researchers from across Faculties

Establishment of a Framework, including development activities mapped against career stage, organisational processes in place to facilitate delivery (NB this is a phased activity with work commencing within 2017-18 academic year) | May 2019

July 2019 |
| | 2.6.2 Redesign existing Research Leaders Programme to enable a joint focus on current and prospective PIs (see section 1.4 of the 2011-2017 Action Plan) | The Academy | New PI Programme and online resources launched in order to establish a benchmark for PI development activity | February 2019 |
| | 2.6.3 Enhance researcher engagement with the University's mentoring and coaching provision (see section 3.3 of the 2011-2017 Action Plan) | The Academy/ PIs | At least 12% of researchers engaging in mentoring and coaching activity, local schemes and opportunities supported and effective | January 2019 |
| | 2.6.4 Develop a tailored version of the University's online PDR to include a list of prompts / discussion topics aimed at enhancing research performance (see 5.6.1) | HR | At least 90% of research staff engaging in meaningful PDR activity in which performance issues are directly discussed

PDR discussions are informed by the Statement of Expectations (see 5.6) | June 2018

October 2018 |
| | 2.6.5 Instigate a series of linked interventions aimed at increasing the engagement of ECRs in organisational processes, with the intention of increasing recognition of their role and contribution within the wider University community | PVC R&I/ APVC RE&PR/ APVCsR&I/ The Academy/ HR | Establish an expectation for PDRAs / ECRs to take part in interview panels (including at senior levels) / internal grant panels / committees and aligned decision making fora

Dedicated budget allocated to support PDRA / ECR community building activities | January 2019

April 2018 |

				December 2018
		Annual Researcher Conference reinstated with a focus on sharing practice and celebrating success		December 2018
		Develop 2 case studies from research staff nominated in the Staff Awards shortlist and publish to actively promote and celebrate researcher practice		September 2018
		50% increase in the number of research staff nominated for the 2018 Annual Staff Awards across the key categories of the ECR of the Year and Research Impact of the Year Awards		August 2018

C: SUPPORT AND CAREER DEVELOPMENT
Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.
Principle 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.

	Concordat clause and new action(s) 2017-2019	Lead	Success measure	Timescale for completion
C.3.2	*A wide variety of career paths are open to researchers, and the ability to move between different paths is key to a successful career. It is recognised that this mobility brings great benefit to the UK economy and organisations will, therefore, wish to be confident that their culture supports a broad-minded approach to researcher careers and that all career paths are valued equally.*			
	3.2.1 Develop greater awareness of the support available to researchers, at all levels, in relation to making funding and grant applications and enhancing the impact and transferability of their research (see 3.3.1) (see section 3.6 of the 2011-2017 Action Plan)	RPI/ Business Gateway/ The Academy	Successful pilot and evaluation of 'Making an Impact' development week to inform broader development offer Effective use of HEIF grant linked to Industrial Strategy in order to formulate a benchmark for funding development activity	June 2018 June 2018
	3.2.2 More effectively communicate the opportunities provided to work with industry and alternative partners	RPI/ Business Gateway/ APVC RE&PR/ APVCsR&I/ The Academy	Successful delivery and evaluation of development activities linked to enterprise, entrepreneurship and impact. (Effective utilisation of HSS LiNK / LDC networks)	December 2018
	3.2.3 Build on existing work with Alumni networks to demonstrate alternative career paths for research active staff	APVCsR&I/ APVC RE&PR	HSS Lead pilot activities with support from central PS	January 2019
	3.2.4 Ensure there is a clear route for PDRAs to access specific careers and employability advice (see sections 1.6, 2.6, 3.1, 3.3, 3.4 and 5.2 of the 2011-2017 Action Plan)	CSG/ APVC RE&PR/ APVCsR&I/	Establish a mechanism by which PDRAs are able to access careers and employability advice, including at a local level and via peer networks	November 2018

		Concordat clause and new action(s) 2017-2019	Lead	Success measure	Timescale for completion
		3.2.5 Put in place a specific, accredited route for PDRAs and associated roles to support teaching development leading to professional recognition against the UKPSF (see sections 4.1 and 5.4 of the 2011-2017 Action Plan)	The Academy	Review of Academic Development programmes to identify most efficient and effective model of delivery Launch new accredited provision suitable for those engaged in research roles in order to formulate a benchmark for teaching development and recognition activity	December 2018 2018-19 academic year
		3.2.6 Consider the implications of the Academic Professional Apprenticeship Standard and its potential as a dedicated route to support the development of research active staff	The Academy	Utilisation of the Academic Professional Apprenticeship (APA) Standard will be factored into the review of Academic provision in order to benchmark a developmental pathway for participants via the APA route	July 2019
C.3.3		*Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter.*			
		3.3.1 Continue to enhance training and development opportunities focused on transferable skills, via partnership working across and beyond the University (see sections 1.6, 3.2, 3.6, 3.7 and 5.1 of the 2011-2017 Action Plan)	RPI/ The Academy/ APVCsR&I	Further development of the HSS initiated engage@Liverpool methods training model and Advanced Quantitative Network to create a cross-institutional offer consisting of seminar series and workshops to share best practice and enhance quantitative skills As per 3.2.1 build on the 'Making an Impact' week of activities to provide additional development on communication and presentation skills Transferable skills and PDP built into The Academy Researcher Development Programme in order to establish a benchmark of activity.	July 2018 October 2018 October 2018
		3.3.2 Collaborate with N8 Research partners to develop an ECR-driven and university supported professional and personal development network aligning with the [University's Strategy 2026](#) (p.11) which seeks to *"create meaningful partnerships for impact and markedly increase the proportion of research leading to public benefit".*	The Academy	Development of a steering group to create the network and facilitate developmental opportunities.	October 2018

	Concordat clause and new action(s) 2017-2019	Lead	Success measure	Timescale for completion
C.3.5	*Employers also should provide a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements.*			
	3.5.1 As per 2.6.1, a comprehensive Researcher Recognition Framework will be developed, linked to development provision and the institutions' stated objectives around research excellence.	PVC R&I/ APVC RE&PR/ APVCsR&I/ The Academy	As part of the comprehensive redesign of the Researcher Development offer, at least 12% of researchers engaging accessing mentoring and coaching (see 2.6.3) to enhance career planning	July 2019
	3.5.2 Continued engagement with the CROS and PIRLS surveys	RPI/ The Academy	Target 20% of relevant staff responding to the respective surveys when compared with previous years	As per survey cycles
C.3.6	*Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development.*			
	3.6.1 Introduce enhanced face to face and online induction processes for staff engaged in research roles (see 2.3.2) (see sections 1.7, 3.2, 3.7 and 6.2 of the 2011-2017 Action Plan)	The Academy/ HR	Personal development planning (PDP) and career trajectory discussed from arrival at the University – support accessed at point and time of need (see 5.6.1) Availability of an online researcher development hub within the Academy intranet in order to benchmark the induction of research staff across the institution	October 2018 May 2018
C.4.13	*Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation or management committees.*			
	4.13.1 Map researcher forums across the University and support the establishment of a pan-institutional RSA which provides a forum for shared development, policy input and representation of research staff issues and concerns. (see section 4.3 of the 2011-2017 Action Plan)	The Academy	Steering group of PDRAs supported to coordinate a pan-institutional RSA. Dedicated annual budget provided to RSA Steering Group to support community building	July 2018 April 2018
	4.13.2 Gather researcher development intelligence via consultation with the RSA	The Academy	Consultation with the RSA will help inform future developments in supporting research staff in order to benchmark activity across the institution.	January 2019

D: RESEARCHERS' RESPONSIBILITIES

Principle 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development and lifelong learning.

	Concordat clause and new action(s) 2017-2019	Lead	Success measure	Timescale for completion
D 5.3	*Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner and to contribute to the wider body of knowledge.*			
	5.3.1 Ensure that the University's Codes of Ethics in relation to research, and online integrity training via the Epigeum modules are sign-posted for all researchers. (see section 5.3 of the 2011-2017 Action Plan)	APVCsR&I/ The Academy/ RSO	Continued engagement of new researchers with the Epigeum module in order to formulate a benchmark of activity in this area.. Best practice Data Management sessions to be delivered on an ongoing basis.	October 2018
	5.3.2 New ethics procedures are being rolled out across the Institution following extensive consultation across level 1 departments.	APVCsR&I/ RSO	New ethics procedures to provide more local level autonomy.	December 2018
	5.3.3 Enhance local / contextual ownership of decision making processes concerning ethics permissions and approvals	APVCsR&I/ The Academy/ RSO	Staff monitoring of completion of integrity training on a regular basis in order to formulate a benchmark for completion rates of all staff members within each academic year	October 2018
	5.3.4 Continued development towards best practice of data management for all researchers (see section 5.3 of the 2011-2017 Action Plan)	Research Data Manager	Establishment of a process for data management best practice to be embedded within institutional norms.	December 2018
	5.3.5 Continued University commitment to Open Access with increased financial support planned for the library to support OA	Research Support Lead/ Scholarly Communica-tions Librarian	Secure an increase in funding for APCs from University. Increase of 15% in the number of full text items available from the repository"	April 2018 December 2018
D.5.6	*Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate.*			
	5.6.1 Build PDP support and resources across the researcher development offer and ensure that PDR works to formally enable researchers to discuss their career development with reference to Vitae's RDF (see 2.6.4) (see sections 2.2, 2.6, 3.2 and 5.2 of the 2011-2017 Action Plan)	HR/The Academy	PDP features in induction activities and within the new Researcher Development Programme (see 3.6.1) PDRAs' PDRs are informed by the Statement of Expectations (see 2.6.4)	As per each launch date October 2018

E: DIVERSITY AND EQUALITY

Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers

	Concordat clause and new action(s) 2017-2019	Lead	Success measure	Timescale for completion
E6.1	*The UK legislative framework outlaws discrimination on the basis of age, disability, sex, sexual orientation, race or religion. It also requires public bodies to take positive steps to promote equality, based on evidence and priorities, and to develop specific schemes and action plans related to gender, race and disability to address specific issues of underrepresentation or lack of progression.*			
	6.1.1 Work to ensure that best practice in relation to all aspects of equality and diversity is embedded within the researcher experience, from recruitment through to the working environment and that researchers and PIs are aware of their rights and responsibilities (see sections 2.2, 2.7, 3.5, 5.2, 6.1, 6.2, 6.3, 6.4 and 6.5 of the 2011-2017 Action Plan)	Research Leads/ Concordat Steering Group/ Schools & Institutes	Efficient mechanisms for sharing effective E&D practice between Schools and Institutes are in place, fostering greater collaboration and raising the profile of expected ways of working. E&D embedded as a key feature at each stage of the researcher and PI development process, from induction onwards in order to formulate benchmarks for activity in this area (see 2.6.2 and 3.6.1)	July 2019 October 2018
	6.1.2 Continued support of the University's networks and groups which promote and celebrate women in STEM subjects, for instance the Female Early Career Researcher Network [intranet link] and the Liverpool Women in Science and Engineering Society (LivWiSE) (see section 7.2 of the 2011-2017 Action Plan)	HR and academic depts.	A briefing on family friendly policies will be provided to ECRs and associated roles each year as part of 6.1.1 Increased engagement of researchers with the University's networks and groups, including the pan-institutional RSA representing 100% researchers across three Faculties (see 4.13.1)	October 2018 July 2018
E.6.10	*Employers should also consider participation in schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers.*			
	6.10.1 The University will continue to engage with the Athena SWAN Charter as a means to distinguish and embed good practice with regard to equality and diversity. Our aim is to progress from our current institutional Silver award to Gold. (see sections 3.3 and 6.5 of the 2011-2017 Action Plan)	Athena SWAN Steering & Implementation Group/ HR/ Academic depts.	Align the activity of the Concordat Steering Group with that of the Athena SWAN. An ongoing commitment to the achievement of an institutional gold award. Increased number of institutes and departments receiving Athena SWAN accreditation	In line with Athena SWAN planning timelines July 2019

F: IMPLEMENTATION AND REVIEW **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.**				
	Concordat clause and new action(s) 2017-2019	**Lead**	**Success measure**	**Timescale for completion**
F 7.1	*The implementation of the Concordat's principles will lead to greater integration of researchers into the mainstream management and career development structures of their employing organisations. The aim of this section is to promote implementation through a collective commitment to reviewing its progress.*			
	7.1.1 PVC R&I, APVCsR&I and associated senior staff to encourage the active involvement of research staff with the principles and actions of the Concordat, to optimise implementation across the University. Research staff will be explicitly recognised for their contribution to this process. (see sections 1.1 and 7.1 of the 2011-2017 Action Plan)	PVC R&I / APVC RE&PR/ APVCsR&I/ Concordat Steering Group	Regular engagement of key research personnel who are identified by the APVCsR&I across the Faculties to participate in the Concordat Steering Group meetings as appropriate. RSA to provide a mechanism by which the researcher community can collectively contribute to the continuing enhancement of work to support the Concordat (see 4.13.2)	June 2018 July 2018
	7.1.2 Use institutional data from the 'Pulse' staff surveys in 2018 to inform the Academy's ongoing redesign of researcher development.	The Academy	Utilisation of Pulse Survey data which augments existing survey data (including from the 2016 Staff Survey and 2017 Focus Groups) as baseline data aggregated to research staff to inform ongoing development planning in order to benchmark activity across the institution.	December 2018

Abbreviations:

APA – Academic Professional Apprenticeship Standard
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
APCs – Article Processing Charges
CROS – Careers in Research Online Survey
E&D – Equality and Diversity
FSE –Faculty of Science and Engineering
HEIF – Higher Education Industrial Fund
HR – Human Resources
HSS – Faculty of Humanities and Social Sciences
IIB – Institute of Integrative Biology
LDC – Liverpool Doctoral College
LiNK – Liverpool Network of Knowledge Exchange (A PhD skills training and placement programme with cultural and creative industries)
N8 – A Research Partnership collaboration of the eight most research intensive Universities

in the North of England, including Liverpool
OA – Open Access
OD – Organisational Development
PDP – Personal Development Plan
PDRA – Post Doctoral Research Associate
PIRLS – Principal Investigators and Research Leaders Survey
PIs – Principal Investigators
PS – Professional Services
PVC R&I – Pro Vice Chancellor for Research and Impact
RDF – Researcher Development Framework
RPI – Research Partnerships and Innovation Department
RSA – Research Staff Association
RSO – Research Support Office
The Academy – The Leadership, Organisational, Staff & Academic Development Academy
TTF – Tenure Track Fellowships
WAM – Workload Allocation Model.

Note: The Concordat Steering Group meet quarterly. Additional fora will be coordinated by The Academy to take forward specific development focused actions within the Implementation Plan.