



Appendix 1: HREIR Action plan template for institutions (January 2021 - January 2024)

Details

Institution name:	University of Liverpool
Cohort number:	4
Date of submission:	January 2024
Institutional context:	The Concordat is firmly situated as a core institutional strategic priority; the University Strategy 2026, refreshed in 2021 (although replaced with a new Strategy 2031 in October 2023), specified the University's commitment to the Concordat within the Research and Impact section (p.10). This focus on the aims and outcomes of our Concordat Action plan is reflected in our transparent approach to internal governance, led by the Pro Vice Chancellor for Research and impact (PVC R&I) who chairs the Concordat Steering Group (CSG), in liaison with the University's Head of Researcher Development and Culture. The CSG has a diverse, targeted membership, including the Associate PVCs for Research and Impact, the University's Research Staff Association (UoL RSA), research-related professional departments such as HR, the Diversity and Equality Team, Research Support Office, the Open Research Team and the Academy. Most notably, there are 6 research staff representatives on the CSG, who ensure the Group's accountability to Liverpool's postdoctoral and early career researchers and ensure direct insights into the lived realities of research staff at Liverpool. The Academy is responsible for coordinating the Concordat, enabling an inclusive approach to the development and implementation of our Action Plan, via 6-8 weekly formal CSG meetings. The CSG reports to the Research and Impact Committee, creating alignment to other R&I activities and, in turn, reports to Senate, Council and the Planning and Resources Committee. In addition, the Concordat is embedded within parallel activities, including the formal management of the Athena Swan Committee, the Technician Commitment and the Race Equality Charter, ensuring that the clear synergies and common aspirations between these activities are recognised and addressed.

The institutional audience* for this action plan includes (only include direct beneficiaries; complete or delete, as appropriate):

Audience (direct beneficiaries of the action plan)	Number of	Comments
Research staff	1470	At the University of Liverpool, we have 920 staff on research only contracts and 550 PIs who are in receipt of grants. Staff on research-only contracts consist primarily of those early in their research career. They play a vital role in the development of creative and life changing research and are considered an important asset to the university's culture and environment. PIs/Research Managers are also key beneficiaries of the RD Concordat. They provide steer and direction for the research activity and are role models to the postdoctoral researchers/associates and research fellows who work with them.
Postgraduate researchers	N/A	PGRs do not currently form a target group for our Concordat activities.
Research and teaching staff	990	Note: There are a number of cross-overs between this number of research and teaching staff, and those PIs in receipt of grants.
Teaching-only staff	N/A	
Technicians	660	The University of Liverpool is a signatory to the Technician Commitment, which segues with the Concordat's support for the diversity of staff roles engaged in delivering or supporting high-quality research.
Clinicians	N/A	
Professional support staff	N/A	
Other (provide numbers and details):		Note: The primary beneficiaries of the Researcher Development Concordat at the University of Liverpool are those employed to conduct research - particularly those early in their career, including postdoctoral researchers, research associates, research assistants, early career research and tenure track fellows. However, as indicated above, we recognise that the benefits of the Researcher Development Concordat activities extend to other groups of individuals who actively engage in research within the University and who are expected to develop their research identity as part of their career progression. These include staff on teaching and research or teaching-only contracts, research-related professional support staff and technicians whom we include in representation on the University's Concordat Steering Group.

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Environment and Culture										
Awareness and engagement										
The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers.										

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EC11	Ensure all relevant staff are aware of the Concordat.	Faculties will continue to promote and raise awareness via staff briefings, post-REF discussions, relevant committee meetings, webpages, induction materials, PDRs and relevant events. We have drafted a standard slide deck providing information on the Concordat and the Statement of Expectations. Central and locally available support and resources will also be signposted, including the new Academy module. Associated success measures to be supplemented by additional local level activities.		May 2023 (in line with CEDARS timeline)	Faculty APVCs R&I / Deans / HoDs / HoOps	- At least 40% of research staff reporting an awareness of the Concordat - At least 100 unique hits on the Researcher Development Concordat module. - At least 4 workshops with CSG members to ensure cascading of information and progress updates on implementation - Information about the Concordat, Statement of Expectations and 10 days of development for research staff to be included across all local School/Institute induction communications		Progress Overview: The university has implemented a number of methods by which the Concordat awareness has been raised, such as: - The promotion of information and resources supporting a greater understanding of the Researcher Development Concordat is shared with research staff and managers of researchers both centrally and locally via different modes of communication. This has led to an improvement in the visibility of the Concordat and its principles across the university. The CSG continues to meet at least 4 times a year to share examples of best practice and cascade information about activities that related the Concordat. - There have been 250 hits on the webpage housing the Researcher Development Concordat module. In 2022, there were 4 workshops with CSG members, and in 2023, there were 6. The weekly research staff newsletter promotes the Concordat module and explicitly highlights 10 days professional development entitlement per year for research staff. Raising Awareness of the Concordat across all local School/Institute induction communications: Research Staff Association (RSA): The RSA host an annual Concordat-themed 'Lunch and Learn', which has included inviting both internal Liverpool postdocs, along with an external expert to share how the Concordat impacts research staff at the university. Since 2021, three sessions have been held, with 61 attendees in total. Faculty of Health & Life Sciences: - The Concordat module has been added to the Faculty of Health & Life Sciences R&ID Hub [intranet access] and the Concordat is highlighted in all research & impact inductions, which are run 3 times a year within the faculty for all new research-only and academic staff (approx. 30 in attendance per inductions). Faculty of Science and Engineering: - The School of Physical Sciences has created a page covering Researcher Development and summarising the key points with further references on their internal staff SharePoint to provide concise information for all research staff. This site is referenced in welcome email to new starting research staff and promoted via school and Departmental notices. - Signposting to the Concordat module and Statement of Expectations is included in staff handbooks and inductions. Faculty of Humanities and Social Sciences: - Faculty ECR e-bulletins have standing notices about the Concordat module and the Statement of Expectations. During PDR season, the link to videos from sessions on now to deliver and effective PDR is included in the ECR e-bulletin. - Annual Concordat events are run with the ECR network in the School of the Arts , which led to the appointment of a Concordat Champion. This role feeds into Faculty-level Concordat group. - The School of law and Social Justice has appointed a Research Ethics, Integrity and Concordat lead, whose role feeds into the Faculty-level Concordat group Concordat Champions: Each faculty has judged the most appropriate way to implement Concordat Champions within the relevant areas to ensure that they have the maximum impact. This includes research staff representation within Concordat working groups as Concordat Champions or embedding the role of Concordat Champion within an existing leadership role. Specific examples of how this action has been delivered are: Faculty of Health & Life Sciences:	Examples of the impact (success) of these actions include: Over 40% research staff report an awareness of the Concordat: The results from CEDARS 2023 of the question "How would you rate your knowledge and understanding of the following UK sector initiatives or frameworks?" 65% of all staff (inclusive of 63% research staff) surveyed reported some understanding (31%) or knowledge (38%) of the Concordat. The Concordat module has had >120 unique hits of the Concordat module, with 96% individuals stating that it was 'somewhat' (36.9%) or 'very' (60%) informative, highlighting: <i>"[It is] good to be reminded of the universities commitment to career development, my responsibility to plan >10days of professional development for myself and my staff."</i> <i>"It was useful to understand the framework in which professional development for researchers is designed."</i>	Completed
		Faculties to appoint Concordat Champions / Ambassadors, who will be tasked with leading implementation of the Concordat. Regular progress reports to the Faculty Management Team that result in the achievement of success measures across the Concordat Action Plan.		June 2023	Faculty APVCs R&I / Deans / HoDs / HoOps	At least 2 Concordat Champions appointed across each Faculty reporting to relevant School/ Faculty Management teams/.			Completed	

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		<p>Review of REF environment statements to inform future activity will include taking forward Concordat principles as part of the overall ongoing research strategy.</p> <p>Ensure our commitment to, and a link to, the concordat principles is part of the research job description templates.</p>		<p>October 2022 and then as per each Faculty's internal planning cycle</p> <p>September 2023</p>	<p>Research and Impact Strategy Team/ Faculty APVCs R&I / Deans / HoDs</p> <p>HR</p>	<p>Best practice feedback summarised by RIS and Faculties review built into respective Faculties' planning cycles.</p> <p>100% of research job descriptions include information about the University's commitment to the Concordat.</p>	<p>- Institutes within this faculty have created Concordat working groups that convene during the academic cycle and include 4 Research Staff Concordat Champions within them to ensure that best practice informs planning cycles. These working groups report to the Faculty Management Teams to ensure the implementation of the Concordat Action Plan.</p> <p>Faculty of Science and Engineering:</p> <p>- School research leads have taken the role of Concordat Champions and the Concordat is embedded into the role descriptor. There are 4 Concordat Champions in this faculty (one from each School). They report on action progress quarterly to the faculty Research and Innovation Committee.</p> <p>Faculty of Humanities and Social Sciences:</p> <p>- There is a Faculty-level Concordat group that has research staff representation within it and includes 2 School Concordat Champions from the Schools of the Arts and Law and Social Justice. This Faculty-level Concordat group reports into the Faculty Management Team to ensure the implementation of the Concordat Action Plan.</p> <p>Best Practice Feedback from REF Environment Statements</p> <p>REF environment statements were reviewed at Faculty level and discussed at senior level in the Research and Impact Committee. Best practice feedback was shared to support faculties to implement their local reviews and future planning cycles. These have included taking forward Concordat principles as part of the overall research strategy. The publication of Strategy 2031 states that <i>"We will deliver sector-leading support for the development of research talent at all career stages, as exemplified by our commitment to Prosper, The Concordat and wider initiatives..."</i> Strategy 2031 embeds Concordat action planning and priorities across its key objectives, such as, <i>"Continue to invest in early career talent, including through the recruitment of Research Fellows, with diversity, cohort-building and leadership development embedded in the process."</i> This has been built into our future action plan and Faculty planning.</p> <p>Job descriptions</p> <p>Standardised job description templates have been adopted across all areas, and include a link to paragraph on the Concordat in Why work here?</p> <p>For example, <i>"We are a signatory to the Concordat for the Development of Research Staff, aiming to improve the employment and support for researchers and research careers in UK higher education, and have been awarded the HR Excellence in Research Badge in recognition of this."</i></p>	<p>A Research Culture Teams channel has been created across the university to continue to share best practice on implementing changes to the REF 2028 assessment elements and supporting RISE, and our Strategy 2031. This Teams channel includes representatives from the Concordat Steering Group and the Research, Partnerships and Innovation Directorate. The aim of the channel is to bring together conversations around key research culture initiatives that are happening across the institution.</p>	<p>Completed</p> <p>Completed</p>	
EC12	Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.	<p>Faculties to ensure that institutional and school level policies are signposted in staff meetings, induction materials, staff handbooks, PDR briefings, and new or amended policies communicated via mailing lists. RSA pulse survey and Focus Groups to monitor the benchmark number of research staff reporting increased awareness of key policies.</p> <p>Establish an expanded Diversity and Equality team within the Academy to lead on D&E initiatives, ensuring PDRA and ECR representation across key networks, groups and committees.</p>		<p>March 2023</p> <p>February 2022</p>	<p>Faculty APVCs R&I / Deans / HoDs / HoOps/ RSA</p> <p>The Academy</p>	<p>At least 25% of research staff reporting awareness of key research-staff related HR policies, specifically the Family friendly policies such as parental leave and adoption and surrogacy leave; flexible working and bullying and harassment.</p> <p>Recruitment of new roles: Head of Diversity and Equality, a Race Equality</p>	<p>Progress Overview:</p> <p>The university uses a variety of routes within the institution to highlight relevant policies, including at inductions, on staff webpages and through different communities and networks. Moreover, the university is committed to ensuring the researcher voice is part of all discussions relating to policy and strategy. This includes open invitations for research staff to take part in fora as part of the development of the new University Strategy 2031 and contribution to the Project RISE consultations. The Research Staff Association (RSA) Co-Chairs meet with the Pro-Vice Chancellor for Research and Impact every month, which offers direct discussions regarding the experiences of research staff at the university. For example, the RSA were given an opportunity to share the impact of a recent policy change that would immediately remove access to university email and intranet login after contract end date. They highlighted how this disproportionately impacts research staff, who are more likely to have contract gaps between roles and have ongoing requirements for accessing shared data beyond their</p>	<p>Examples of the impact (success) of these actions include:</p> <p>Research Staff awareness of policies:</p> <p>- As a follow-on from a focus group that took place and reported on in June 2020 on the awareness and access to HR policies by research staff, an online survey and focus group was conducted in June 2022 to assess the level of awareness of 12 HR policies (specifically family friendly policies), the length of service, role and base institute of the participants, as well as general demographic information such as age, ethnic background etc 26% (from a baselines of 17% in 2020) staff reported having an awareness of key HR policies. Maternity leave, Special leave, Redundancy and Flexible working were identified by the participants of the focus group as the policies most important to them.</p> <p>Impacts within Faculties:</p> <p>Faculty of Science and Engineering: The Postdoctoral Research Associate (PDRA) Forum has been created in the Departments of Electrical Engineering & Electronics and Computer Science that discusses these policies.</p>	<p>Completed</p> <p>Completed</p>	

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	<p>An assessment of the impact on EDI issues of the COVID19 crisis will need to be undertaken through Consultation via Project RISE.</p> <p>Faculty of Health and Life Sciences Directorates and Faculty Office to undertake new Athena Swan Professional, Technical and Operational (PTO) Pilot Survey. This will particularly benefit those researchers who sit within Liverpool Shared Research Facilities and will bring greater recognition for technicians. (Directorates & FMO)</p>		<p>As per Project RISE deliverables during 2021-2022</p> <p>As per Athena Swan PTO Directorate timeframes</p>	<p>Project RISE Leads</p> <p>Faculty of Health & Life Sciences APVC R&I</p>	<p>Officer, and a Disability and Wellbeing Advisor</p> <p>Report to SLT a developed understanding of the differentiated impact of the pandemic upon individuals and communities within our research population and initiate concrete processes to encourage greater inclusivity within research leadership.</p> <p>10% participation rate in the pilot PTO survey</p>		<p>contract end date. This led to a revision in the policy so that research staff were exempt (and they would continue to have 3 months' access post-contract end date) and a commitment to develop guidelines to support better research data management processes for research staff at the university.</p> <p>The Equality and Engagement team has expanded to include a Head of Equality and Diversity, Race Equality Officer, Gender Equality Officer, and Disability and Wellbeing Advisor. Since 2021, UoL has established a number of staff networks, including BAME Staff, Disabled Staff, LGBTQIA+ Staff, Women Early Career Researcher, Carers, Parents, new Networks including the Trans and Non-binary Peer Support; Menopause Support; and Women@Liverpool. All these networks are supported by The Academy, have research staff representation and are led by participants of the groups to ensure that their experiences and voices drive the network activities. For example, the Women@Liverpool network hosts monthly meetings for research and academic female staff to share their experiences and develop reciprocal support on issues relating to navigating the academy and building an academic career. Approx. 15 academics attend per month and it has also led to an 'Academic Women's Writing Group' which has been launched by a Women@Liverpool member.</p> <p>Project RISE: Since 2020, RISE has held a series of consultation exercises designed to collate and develop recommendations from colleagues on new ways of working to support our researchers to reach their full potential. Feedback received during 2020 and 2021 as part of the RISE conversations [intranet access] focused on two key questions; the things we care about and want to incentivise as part of our research environment, and secondly how we measure and recognise those. The key focus of RISE is to improve equity and diversity in the research environment. This is to maximise:</p> <ul style="list-style-type: none"> • Sustainable excellence – greater diversity in research teams as a driver for interdisciplinarity, greater excellence and a more effective and sustainable research base • Equity – a research culture that ensures inclusive and collegiate behaviours, and assesses the contribution made by the individual to improving EDI. <p>Based on the feedback of over 1,400 colleagues and following the RISE Green Paper [intranet access] approved by Senate in January 2022, RISE have developed proposals for:</p> <ol style="list-style-type: none"> 1. A new contributions framework which adopts a new, rounded approach to research and impact assessment 2. Replacing the existing reading programme with new support and evaluation processes that separate REF output selection from evaluation as part of the PDR. <p>The RISE webpages provide detailed information about the two proposals [intranet access].</p> <p>Faculty of Health & Life Sciences Athena Swan PTO survey update: The Faculty used the CEDARS 2023 data to inform the creation of this PTO survey, which will be rolled out in December 2023, in line the Athena Swan timelines. The focus for this survey will be obtaining further information about the knowledge of and confidence in different policies, and will use the responses and engagement with CEDARS 2023 to promote >10% participation rate. Feedback will be used to inform Faculty of Health & Life Sciences Athena SWAN applications and monitor awareness of key research staff related HR policies.</p>	<p>Faculty of Health & Life Sciences: A Research Support page has been created: https://www.liverpool.ac.uk/intranet/health-and-life-sciences/ismib/research-support/ [intranet access] and is signposted in staff newsletters. This includes information about the Researcher Development Concordat, Research Integrity policies and other useful tools and resources alongside information about grant writing – highlighting the promotion of these policies is important for PIs to consider when writing new grants. This page is being replicated for other Schools in the faculty.</p> <p>Faculty of Humanities and Social Sciences: Policies are referenced in Staff Inductions and at local Parents and Carers network events. Guidance on Diversity and Equality Compliance for Committees is highlighted (and discussed) at all committees at the start of each academic year. Faculty of Humanities and Social Sciences Research Leave framework is shared with all schools.</p> <p>The results from CEDARS 2023 to the following questions highlight our successful embedding of knowledge and confidence in these policies:</p> <p>To what extent do you agree you are treated fairly in relation to Maternity, paternity, adoption and parental leave? - 60% and 82% research staff strongly agree/agree, respectively (vs. 30% and 80% in 2021)</p> <p>To what extent do you agree with the statement, I am familiar with my institution's mechanisms to report incidents of discrimination and bullying/harassment? - 67% of research staff strongly agree/agree for discrimination (vs. 63% in 2021) and bullying/harassment (vs. 65% in 2021).</p> <p>Project RISE: A final consultation on these proposals was performed in January – March 2023 involving over 500 colleagues, including a specific session dedicated to obtaining feedback from PDRAs (via the RSA Steering Committee). The final RISE White Paper [intranet access] has been approved by Senate and Council. This details five main recommendations, including a new contributions framework as the approach for which colleagues with responsibility for research are recognised for all types of contribution, and a new suite of activities to support outputs of exceptional quality. The work to implement these recommendations is underway.</p> <p>Significantly, recognising that the University has a cohort of highly skilled specialist research technical staff who are essential to the support of our research, such as developing methodology, technology and research facilities, in 2017, the University became a signatory to the Technician Commitment. Recognising that research technical professional expertise and contributions did not necessarily fit the traditional progression route for academics, in</p>	<p>Completed</p> <p>Completed</p>	

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								<p>Moreover, during April and May 2023 a working group made-up of technicians from across all three faculties worked with the National Technician Development Centre (NTDC) to roll out a skills survey for the University's technical workforce. The aims of the survey were:</p> <ul style="list-style-type: none"> - To offer technicians the opportunity to assess their current skills and plan for future professional development. - To enable leaders and heads of departments to identify potential skills shortages in the future. - To identify local areas of expertise and good practise for potential job shadowing, training and/or work experience. <p>11% of the respondents to the survey has doctorates, and more insights into technical career pathways can be read here.</p>	<p>2023, we were the first university across the sector to introduce a comprehensive, dedicated promotion pathway for specialist technical (technologists) colleagues, known as the Research Technical Professional (RTP) Career Pathway. Employed in a wide range of roles, including potentially, some colleagues on research-only contracts, this pathway has been developed to enable the University to reward, retain, provide the recognition and grow our own talent and to give a clearer route for those whose aspirations may not fit the traditional academic career pathway. 2022/2023 was the first year of the Research Technical Career Pathway (RTP) and resulted in 22 colleagues transferring to the pathway, of which 2 were research only staff, with an additional 18 colleagues being promoted, of which one was research only staff.</p>	
EC16	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and using the outcomes to improve institutional practices.	<p>Capture best practice from across Institutes using a bespoke online platform called TRACTION to highlight synergies and overlapping actions between key charters and action plans to make reporting of similar /transferable actions and sharing of effective practice</p> <p>Use of institutional data from the 2021 institutional staff survey and CEDARS to inform future support for researchers.</p>		<p>October 2023</p> <p>May 2023</p> <p>September 2023</p>	<p>Led by Faculty APVCs R&I / HoOps/ Faculty of Health & Life Sciences R&I D in consultation</p> <p>The Academy</p> <p>Faculty APVCs R&I / Deans / HoDs / HoOps</p>	<p>System development and launch of the TRACTION system to capture effective practice happening across the institution, linking with Athena Swan, Race Equality Charter and associated initiatives.</p> <p>25% completion rate for CEDARS 2023 to ensure a representative sample of feedback about the University's research environment and practices.</p> <p>Faculties to review the data and identify where local provisions can be enhanced, taking into account equality characteristics where possible and appropriate in relation to local contexts.</p>		<p>Progress Overview:</p> <p>The university regularly seeks to review and report on the quality of its research environment and culture in a variety of ways, including CEDARS (which had a 38% response rate in 2023). Furthermore, as highlighted in EC12, the university seeks feedback on all its initiatives and policies that will impact research staff. For example, Strategy 2031 included a 6-week consultation period with Talking Point sessions / Drop-in events with posters, a Survey, and materials on our website to ensure the capture of diverse views from across the university, including research staff. Overall, there were 2800 website views, 1000 comments received, 750 staff attended Open meetings, and 650 Talking Point bookings, which all led to actioning within the subsequent draft and review of the strategy. Further, the APVC for the Research Environment and Postgraduate Research delivered a keynote at the RSA-led Research Staff Conference in November 2023, which highlighted the specific focus on the strategy on 'Supporting all researchers to flourish in their disciplines'. The conference was attended by 51 research staff and PGRs.</p> <p>TRACTION: As of Sept 2023, this system has been successfully created with the support of faculty input and has now been passed to Central IT services to implement.</p> <p>CEDARS 2023: CEDARS 2023 was undertaken in May-June at UoL for 3 weeks. This was open to all staff on research-only contracts and all staff on research and teaching contracts who had been successful in securing a research grant in the last five years (i.e., they are Principal Investigators).</p> <p>CEDARS 2023 results were shared with faculty APVCs R&I and the Concordat Steering Group to support the review of data relevant to their local areas to consider forward actions and areas of focus.</p>	<p>Examples of the success of these actions:</p> <p>TRACTION: This platform has been implemented as part of the central services data management support and is promoted to faculties to inform local action plans based on a more streamlined approach that considers all the associated charters, concordats and initiatives.</p> <p>CEDARS: In 2023, there was a 38% completion rate for CEDARS, of which 53% respondents were employed on research-only contracts, 41% were employed on teaching and research contract, and 21% are contractually responsible for line managing staff (16% have some responsibility but not for their appraisal/ development review).</p> <p>These data have been used to inform the Forward Action Plan as part of this submission, which includes faculty-specific and centrally-agreed actions.</p>	<p>Completed</p> <p>Completed</p>
ECR1	Encourage researchers to actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students.	<p>RSA to lead monthly Welcome Chats and virtual coffees for new and current research staff across the institution</p> <p>Scope and develop a pilot of a Researcher 'buddying' system,</p>		<p>February 2022</p> <p>October 2022</p>	<p>RSA</p>	<p>Personalised invitations sent to all new research staff on a monthly basis</p> <p>At least one member of the Academy to attend these monthly events and share information and answer questions about ongoing central research culture work</p>		<p>Progress Overview:</p> <p>New research staff are sent Welcome emails every month that provide information on upcoming coffee morning, lunch and learn events and links to the Researcher Hub to support their integration into the research community. Posters for coffee morning are displayed monthly within department buildings and around the university on the digital advertising screens.</p> <p>Coffee mornings: Monthly coffee mornings include at least one representative from the Academy and two RSA members and have supported discussions regarding outcomes of Project RISE and other activities that are relevant to research staff, for example a Q&A about the new University Research Fellowships. At least two RSA Steering Committee members</p>	<p>Examples of the impact (success) of this action include:</p> <p>Coffee mornings: In response to further feedback from research staff and to encourage more community building, monthly coffee mornings have now successfully been moved to in-person, with an average of 12 postdocs attending each month.</p> <p>RSA Buddy Scheme: At the National Postdoc Conference 2023, the UoL RSA was nominated for an Organisation Award "providing high quality support and development opportunities that benefit postdocs" wherein the Buddy Scheme was specifically highlighted as showing the positive impact of the association in creating a positive research culture at University of Liverpool.</p> <p>Feedback from the Buddy Scheme included over 80% of those who completed the survey from the third round of the scheme in</p>	<p>Completed</p> <p>Completed</p> <p>Completed</p>

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		supporting the outcomes of Project RISE			RSA / RISE Project Leads	Pilot a researcher 'buddying' system with at least 5 RSA members.		attend each meeting, with between 5-15 research staff in attendance each month. RSA Buddy Scheme: The RSA Buddy Scheme has been run three times, with a total of 91 research staff taking part. Reports have been produced from each round, which has helped to improve the scheme each time. See [Example of Effective Practice – Appendix 3] for more detailed information.	March-April 2023 found their meeting to be a positive experience, answering 'good' or 'very good'. Comments included: "It was amazing to connect with someone who could say, let me know if you need anything for your research from my end!" and "The highlight was to meet buddies who are at various stages in their academic career, share my experience of being an early career researcher and learn about their career paths." The RSA Buddy Scheme has been expanded to include a PGR-Postdoc Buddy Scheme to support an inclusive research environment and community, and enable the UoL research who have participated in the RSA Buddy Scheme to use their experience to informally mentor/support PGRs and build an inclusive research community at UoL. This scheme launched in September and had 15 postdoc senior buddy applicants with over 100 PGR applicants.	
Wellbeing and mental health										
The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working.										

ECI3	Promote good mental health and wellbeing through the effective management of workloads and people.	<p>RSA Annual Barbeque to be reinstated as a face-to-face activity.</p> <p>Raise awareness of mental health provision through Validium to researchers, by offering a dedicated session for Research Staff.</p> <p>Introduce a peer Mental Health wellbeing ambassador scheme for postdocs and technicians using Wellcome ISSF funding to support dedicated EDI & Wellbeing post for co-ordinating.</p>		<p>July 2022</p> <p>January 2023 and ongoing</p> <p>December 2022</p>	<p>RSA</p> <p>The Academy</p> <p>Faculty of Health & Life Sciences APVC R&I</p>	<p>At least 30 researchers engaging in the day's activities</p> <p>Increase the percentage of respondents reporting that they understand how to report and seek support to 50%, as measured by future RSA pulse survey.</p> <p>At least 5 peer Mental Health Wellbeing Ambassadors recruited to the scheme</p>	<p>Progress Overview:</p> <p>The university actively promotes good mental health and wellbeing via a number of different mechanisms. The key to our success in this is via the active engagement of the research staff themselves, led by the Research Staff Association (RSA), who take the lead in organising and promoting the annual Research Staff Conference, Lunch and Learn activities, Making an Impact, Buddy Scheme, National Postdoc Appreciation Week events, and Annual BBQ. In particular, the Research Staff Conference in 2023 included as 'Wellbeing and Connections' area for research staff to take time out and reflect on their learnings from the day and. Feedback highlighted that the 'Affirmation Wall' was a positively received and research staff welcomed the quiet space available for them throughout the day.</p> <p>RSA Annual BBQ:</p> <p>The RSA Annual Event has taken place annually since 2022 and remains a highlight of the year for research staff who particularly enjoy the opportunity to reflect on their strengths and achievements and hear about how the university recognises their contributions.</p> <p>Awareness of Mental Health:</p> <p>The mental health provision for Research Staff offered by the University was discussed as part of the HR policies awareness focus group which took place in June 2022. The session was recorded and is promoted in the quarterly Wellbeing edition of the RSA e-bulletin. It has been watched 131 times.</p> <p>RSA pulse survey:</p> <p>To avoid survey fatigue, the RSA used CEDARS 2023 as a measure of whether research staff are encouraged to take action towards a positive mental health and know how to seek support.</p> <p>Progress towards Mental Health Wellbeing Ambassadors:</p> <p>Following consultation with staff and students and using the model of PGR Mental Health wellbeing ambassador scheme, Faculty of Health & Life Sciences has expanded this scheme so that it will support academic, PS and technical staff, as well as PDRAs. This will launch in 2024 with peer Mental Health Wellbeing Ambassadors recruited to the scheme from these different job roles to support a more inclusive approach to mental health and wellbeing.</p>	<p>Examples of the impact (success) of this action include:</p> <p>RSA Annual BBQ</p> <p>Forty-nine and 53 researchers engaged in the 'Celebrating Researchers' summer events in 2022 and 2023, respectively, with the events focusing helping participants recognise their own achievements, strengths and successes, and to harness their abilities to develop their careers. All staff and PGRs were invited to nominate research staff to celebrate their achievements – 41 and 48 researchers were nominated in 2022 and 2023, respectively – with all nominations published on the university webpages. This event was also widely publicised in the staff news [intranet access]. "Celebrating Researchers is an excellent initiative!", said one participant, "It is the way the University puts its people and culture at the core of the HEI."</p> <p>CEDARS 2023: 58% research staff strongly agree/agree that they are "encouraged to take positive action to maintain their mental health" and know how to seek support, and 74% strongly agree/agree that "their manager promotes a good work-life balance". Additionally, 67% research staff strongly agree/agree that UoL actively promotes the importance of good mental health and wellbeing. Additionally, 57% strongly agree/agree that their working environment supports their mental health and wellbeing, and 84% managers of researchers state that they are confident in their ability to "respond to any issues relating to health and wellbeing".</p>	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Carried forward – see ECI3 in the forward action plan.</p>
ECI4	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.	Faculties / leaders to monitor training completion to ensure that managers are effectively trained in relation to EDI and Unconscious Bias and promote mental health training and provision for Managers. Focus to be given to areas / cohorts where lower completion rates exist, including PDRA engagement, and explore the opportunity for more bespoke Faculty-specific training.		September 2022	Faculty APVCs R&I / Deans / HoDs / HoOps /	Track and improve engagement by 5% annually	<p>Progress Overview:</p> <p>The Keeping Healthy, Safe and Well e-learning module is mandatory for all new staff, with a refresher every 3 years, and this is monitored effectively within faculties with a 92% completion rate within three months of induction or the 3-year reminder. All faculties promote the university mental health and wellbeing support service, Validium, and the Wellbeing Hub.</p> <p>Examples of how this action has been delivered are:</p> <p>Faculty of Science and Engineering:</p> <ul style="list-style-type: none"> - All chairs, secretaries and members of formal committees, boards and other groups and those colleagues responsible for submitting reports to these groups to complete Equality Impact Assessment training this academic year. Schools to extract and track the EDI and unconscious bias training data, then compliance team to monitor progress through the Faculty EDI committee and review training offer. <p>Faculty of Humanities and Social Sciences:</p> <ul style="list-style-type: none"> - EDI Committee continue to support training and highlighting resources at Faculty Level. Faculty specific Pulse data is discussed at Faculty Leadership Team meetings and feeds into relevant action plans, such as the faculty-level Concordat Action Plan. - 60 senior colleagues were invited to attend the workshop 'Anti-Racism in the Workplace: A Guide for Leaders', delivered by external organisation RARA Education Project. This was designed to support senior leaders in adopting a top-down approach to establishing an anti-racist culture in the workplace, the workshop aligned with the University's commitment to the principles of the Race Equality Charter. <p>Faculty of Health & Life Sciences:</p> <ul style="list-style-type: none"> - Institute of Infection, Veterinary and Ecological Sciences and Institute of Systems, Molecular and Integrative Biology 	<p>Success was measured by assessing the engagement of researchers in training through CEDARS 2023 (compared with 2021).</p> <p>CEDARS 2023: 75% and 87% managers of researchers state they have undertaken training in mental health and wellbeing and EDI (vs. 48% and 67% in CEDARS 2021), respectively. Additionally, 82% managers state they are fully confident/confident in responding to any issues relating to health and wellbeing (vs. 65% in CEDARS 2021).</p>	Completed

								organise regular mental health first aid training. This is complemented by regular wider calls at Faculty level, offering mental health awareness training, with 77 staff attending (including >20% managers of researchers) See also EC13.		
ECM3	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.	Creation of a Faculty of Health & Life Sciences Faculty EDI researcher toolkit which aims to support, guide & provide resources for all researchers, to enable them to reflect on their own practice & improve equality, diversity, and inclusion in all aspects of their research activities		December 2022	Faculty of Health & Life Sciences APVC R&I / Faculty of Health & Life Sciences EDI Leads	Roll out of the toolkit across the Faculty of Health & Life Sciences Faculty by December 2022.		<p>Progress Overview:</p> <p>The EDIW researcher toolkit was launched in July 2023, providing a framework for researchers to reflect, consider and address EDIW relevant to specific projects, programmes and research groups. The tool is adaptable in content and scale for researchers in Faculty of Health & Life Sciences.</p>	<p>The EDIW Toolkit includes:</p> <ul style="list-style-type: none"> - A Research Toolkit Worksheet to consider project design, recruitment and team leadership, and partnership/stakeholder engagement. - Best Practice Examples of Research Design and EDIW considerations, including examples from Biomedical Research, Clinical Research, Health Systems and Services Research and Population Health Research. - Resources for supporting the EDIW considerations for Development of a Research Team, including 'Research Team' from NIHR Research and Design Services - EDIW Partnerships and collaborations - Publications that support the experimental design and reporting phases of research projects 	Completed
ECM4	Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers.	Build on the University's current success of its flexible working offer by enhancing and promote flexible working options to attract, retain and enable staff		December 2022	The Academy	Up to 2 Case studies published per year of successful flexible working examples in roles included on the Researcher Hub		<p>Progress Overview:</p> <p>Two case studies are published per year highlighting different examples of flexible working and navigating new ways of working for research staff at UoL. These are all published here and a different case study is highlighted in the weekly RSA e-bulletin and promoted on X (Twitter) using the RSA and Researcher Development accounts.</p> <p>There have been two cases studies and two separate blog posts published during 2022 which highlight flexible working examples:</p> <ul style="list-style-type: none"> • How to conduct effective focus groups in an online environment • New opportunities and support for clinical research staff • A postdoc's journey through fixed term contracts • A reflection on the support and opportunities available to researchers <p>Additionally, the Liverpool People magazine included case studies on hybrid working/hybrid hub.</p>	<p>Highlights from the published Researcher Case Studies include:</p> <p>The ups and downs of working from home – Dr Bengt Tegner. Dr Tegner shares his experiences of the different ways he has worked over the last few years, including during lockdowns, and shares his tips for how to remain connected while working remotely.</p> <p>Research culture as a collective practice: how writing retreats build a sense of community – Dr Stella Morgana Dr Morgana shares her experiences of making time to write while working flexibly, and focus on your writing while building a sense of support and community with your peers.</p>	Completed
ECR3	Ensure researchers take positive action towards maintaining their wellbeing and mental health.	Ongoing updates to the Postdoc Wellbeing Oasis and the Researcher Hub Wellbeing Pages, with active promotion of these resources.		March 2022	RSA/ The Academy	A quarterly themed e-bulletin for research staff promoting a range of support interventions for wellbeing and mental health.		<p>Progress Overview:</p> <p>Feel Good February [intranet access] was created in 2022 as part of the university's commitment to supporting positive mental health and wellbeing. This was a month-long free programme of events and activities for all students and staff. A quarterly e-bulletin is sent by RSA that highlights all wellbeing activities and the resources on the Researcher Hub and Feel Good February.</p> <p>CEDARS 2023: 59% research staff agree strongly/agree that they are encouraged to take positive action to maintain their mental health and 76% research staff agree strongly/agree that UoL actively promotes the importance of good mental health and wellbeing (vs.52% and 73% in CEDARS 2021, respectively).</p>	<p>Highlights from Wellbeing activities and engagement include:</p> <p>E-bulletins promoting wellbeing and mental health are sent annually in February, June, September and December. Work/life balance resources have been updated at https://www.liverpool.ac.uk/researcher/work-life-balance/, the RSA buddy scheme https://www.liverpool.ac.uk/researcher/uol-rsa/buddy-scheme/, Feel Good February, and monthly coffee meetings have been just a few of the activities promoted as a range of support interventions for wellbeing and mental health.</p> <p>In 2022-23, there were 315 Hits on the Researcher Hub Wellbeing/ Work-Life Balance webpage, compared with 275 hits in 2021-22 (13% increase)</p>	Completed
Bullying and harassment										
The aims of these obligations are to eliminate bullying and harassment in the research system, tackled through progressive policies and secure mechanisms to address incidents.										
EC13	Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.	<i>(EC13 repeated in two sections: wellbeing and mental health + bullying and harassment)</i>								
ECM3	Ensure managers encourage reporting and addressing incidents of	<i>(ECM3 repeated in three sections: wellbeing and mental health + bullying and</i>								

	discrimination, bullying and harassment.	harassment + research integrity)								
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to discrimination, harassment and bullying.	All Faculties continue to raise awareness and encourage use of the University's Report and Support reporting tool via staff meetings, handbooks, induction material and webpages.		November 2023	Faculty APVCs R&I / Deans / HoDs / HoOps	Updated guidance produced (as necessary) for the University's new Report+Support Tool		Progress Overview: The new Report+Support tool launched 2022, with news articles highlighting this every year in January . HR representatives presented at faculty meetings in 2023 and further guidance has been created locally to support staff within faculties. This includes guidance delivered by workshops, induction documents and staff booklets. Faculties remain actively engaged in ensuring the policies and processes available to staff are promoted. Examples of effective progress include: Faculty of Science and Engineering: - The School of Environmental Sciences remind staff at least once a month of the Report+Support tool in the School bulletin - The School of Physical Sciences held a forum on 8th June 2023 that was dedicated to the prevention of Bullying and Harassment. Topics covered included reporting tools for bullying and harassment and a study was performed looking into effective interventions against bullying/harassment within large organisations - Active bystander training provided to 244 researchers in June 2023, aiming to help participants feel more confident in intervening when they see harassment and abuse. Faculty of Humanities and Social Sciences: -The Report+Support tool is shared in the ECR newsletter and mentioned as an available reporting mechanism in PDRs. Faculty of Health & Life Sciences: - Research and Impact Directorate send monthly emails to researchers inviting them to attend their Introduction to research and impact support services bi-annual sessions [intranet access]. Invitation email also signposts new starters to UoL's report and support portal.	Examples of the impact (success) of this action include: Our survey data show no change in research staff reporting being comfortable reporting incidents of bullying and harassment: CEDARS 2023: 65% reporting feeling comfortable reporting an incident of bullying or harassment (vs. 65% in 2021). Staff Survey 2022 reported that 68% of PDRAs are comfortable in reporting an incident of bullying or harassment . As a result of these data, we are implementing a number of measures in our forward action plan (see ECI3, ECM3, ECR4) – particularly focusing on working within faculties, the RSA, and equality staff groups to identify further actions that are needed to support these groups. Additionally, we are implementing a number of other actions and commitments as relate to ECI3 under the Wellbeing and Mental Health ECI3 sub-section of this document, that cover the promotion of good mental health and wellbeing through the effective management of workloads and people.	Completed Carried forward – see ECI3, ECM3, ECR4 for adapted actions in the forward action plan.
Equality, diversity and inclusion										
The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and adopt practices enhancing equality, diversity and inclusion.										
ECI4 / ECM1	Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	See Actions for ECI1 and ECI2 in relation to undertaking relevant training and development opportunities related to EDI.								
ECR2	Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.	See Actions ECI2, ECI3 and ECM3 above for actions in relation to EDI broadening research staff awareness of EDI-related policies.								
Research Integrity										
The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and maintain high standards of research integrity, and are able to report infringements or misconduct.										
ECI5 / ECM2	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.	Faculty Research Integrity Champions appointed to lead on this agenda, to explore the possibility of offering of a suite of associated training including introduction to Research integrity for PDRAs and ECRs Faculties to create School/Institute-specific policy documents for all research active staff in relation to		July 2022	Faculty APVCs R&I / Deans / HoDs / HoOps	Quarterly progress reports to Faculty Management Team, the University Research Integrity Committee and the CSG.		Progress Overview: The University's annual statement on research integrity describes the steps taken by the University to meet the principles of the UK Concordat for Research Integrity. Quarterly progress reports have been submitted to the Faculty Management Team, the University Research Integrity Committee and the CSG since 2022. The University's Research Integrity and Governance Committee oversees the integrity of the University's research on behalf of the University Council.	Examples of the impact (success) of these actions include: Research Integrity: Faculty of Health and Life Sciences: - A revised research integrity process was rolled out in January 2023 with all institutes engaged in the review processes. Through this, a culture of positive research data curation has been promoted, along with clear expectations for all researchers on conducting research with integrity. Best practice examples are being curated, to further enhance the research culture". As part of the review process, E-lab books [intranet access] were rolled out to establish a unified system for electronic note-taking	Completed Completed

		<p>reporting and dealing with suspected cases of bad practice or misconduct. New staff must be directed to familiarise themselves with the Research Ethics principles as part of their immediate local induction.</p> <p>Enhance the provision of research ethics development and the structures and governance required to ensure effective practice. (Rolled over from previous Action Plan)</p> <p>Faculty of Health & Life Sciences R&ID to lead creation of Research Integrity Lead role at Faculty level.</p> <p>Implementation of Repository Tools 2 in Elements (online tool to help researchers manage information about their research and impact activity) to link the Data Catalogue and Elements, which should enable a greater uptake of the Data Catalogue and recording in Elements of open datasets held elsewhere.</p>		<p>Deans / HoDs / HoOps</p> <p>December 2022</p> <p>January 2023</p> <p>May 2023</p>	<p>inductions created and shared with 100% new-to-post research staff</p> <p>RSO</p> <p>Faculty of Health & Life Sciences APVC R&I</p> <p>Open Research Support Team</p>	<p>Launch of a Research Ethics Handbook containing a wide variety of policy, guidance and procedural information</p> <p>Faculty of Health & Life Sciences to appoint a Faculty Research Integrity Lead</p> <p>2 Open Research workshops held</p> <p>Establish a benchmark for monitoring usage of the Data Catalogue in conjunction with the FAIR principles (Findable, Accessible, Interoperable, Re-usable)</p>	<p>The university continues to review and revise, where appropriate their research integrity processes to ensure that all researchers act in accordance with the highest standards of research integrity and professional misconduct, these include appointing research integrity lead roles, or equivalent, in faculties, who monitor the obligations that the university has relating to research integrity. These activities are now embedded as business as usual within faculties and relevant professional services departments.</p> <p>The university offers training in research ethics and integrity, including free registration on the Epigeum modules on research integrity and workshops/ case studies from the UK Research Integrity Office. These are actively promoted within faculties.</p> <p>Research Integrity Leads: Faculty of Health & Life Sciences: - Four Research Integrity Leads have been appointed and embedded within institutes. They meet quarterly with the senior leadership team and Clinical research integrity lead to assess and review research integrity within the faculty. Faculty of Science and Engineering: - The Faculty Research Integrity Lead has developed and delivered integrity training for all academic and non-academic colleagues tailored to career stage, with 29 PGRs and 15 PDRAs and technicians in attendance. - In School of Physical Sciences, the importance of research integrity is highlighted at all staff meetings. Furthermore, Research Integrity / Responsible Research and Innovation is a standing agenda item on School Research Committee and is formally incorporated in the Terms of Reference for the committee. Faculty of Humanities and Social Sciences: - The Faculty Research Ethics lead has been appointed and chairs the Faculty Ethics Group, which meets quarterly. Online training has been disseminated to PDRAs and ECRs and further scoping of training is ongoing.</p> <p>Research Ethics Checklist: In recognition of the importance of understanding research ethics, faculties have embedded research ethics knowledge and understanding both within and beyond staff inductions. For example, Faculty of Health and Life Sciences: - Staff inductions include a presentation on Research Ethics and relevant signposting, training, faculty processes, and checklists, and the slides from the presentation are shared with all attendees. Faculty of Science and Engineering: - Signposting to the Ethics process and checklist is included in staff handbooks and inductions. - In the Schools of Electrical Engineering, Electronics and Computer Science and Engineering, staff receive communications on the topic of 'Research Ethics and Integrity' at staff meetings and through newsletters. Faculty of Humanities and Social Sciences: - The Faculty Ethics Group meets quarterly and reports into Faculty Research and Impact Committee, including feeding into the development of Faculty of Humanities and Social Sciences-relevant examples and training as part of the Epigeum modules on Research Ethics and Integrity, and have developed checklists for staff inductions for the academic year 2023/24. - Annual University of Liverpool Management School ethics workshops have been rolled out across all schools and examples of good ethical practice are promoted via the Faculty Newsletter.</p> <p>Research Ethics Handbook: The new Research Ethics Handbook has been completed in November 2023 and will be published in January 2024, where it will be rolled out across faculties and shared via the RSA weekly e-bulletin.</p> <p>Open Research: - The Data Catalogue created and promoted as part of the Research Data Management team in conjunction with the FAIR principles (Findable, Accessible, Interoperable, Re-usable).</p>	<p>that is robust, searchable and records raw data as well as recording how data is processed and manipulated.</p> <p>Faculty of Science and Engineering: - Staff and PGR handbooks have been updated with explicit reference to research integrity, for example information and links to the Concordat to support Research Integrity.</p> <p>CEDARS 2023 data show that 64% research staff report having undertaken training in research integrity (vs. 52% in 2021), and 72% of all researchers agree that the university promotes the highest standard of research integrity (vs. 65% in 2021).</p> <p>Open Research: - Following consultation with research staff, an open research checklist [intranet access] was created for grant applications with full suite of Open Access resources that are available to researchers across all Faculties.</p>	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p>
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								<ul style="list-style-type: none"> - Repository Tools 2 has been linked to the Data Catalogue and the OR team is establishing the benchmark to monitor its use. - To date, 7 Open Research sessions have been held with 80 attendees - Open Research Week is run annually in February. The topics in 2023 included 'The Future of Open', 'publishing in data journals', 'Promoting Open Research', 'Measuring Openness', and 'Reward and Recognition.' In 2023, seven sessions were held with 1228 registrants and 494 attendees. 		
ECM3	Ensure managers report and address incidents of poor research integrity.	<i>(ECM3 repeated in three sections: wellbeing and mental health + bullying and harassment + research integrity)</i>								
ECR2	Ensure researchers act in accordance with employer and funder policies related to research integrity.	<i>(ECR2 repeated in two sections: equality, diversity and inclusion + research integrity)</i>								
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.	<i>(ECR4 repeated in two sections: bullying and harassment + research integrity)</i>								
Policy development										
The aims of these obligations are to encourage all researchers to actively contribute to the development of policies driving positive change at their institution.										
E17	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making.	Regular review of membership of Faculty and Dept formal and informal working groups, and the RSA Terms of Reference to ensure researcher representation on all research focussed committees.		April 2022	Faculty APVCs R&I / Deans / HoDs / HoOps/	Concordat implementation to feature as a regular item at Faculty Research Group meetings to enable progress updates to and from the CSG to Faculty level.		<p>Progress Overview:</p> <p>The university continues to consider researchers and their managers as key stakeholders within the institution and, as highlighted in ECI2 and ECI6, takes every opportunity to provide formal processes by which researchers and their managers can engage with organisational policy and decision-making. This includes providing members of the Research Staff Association Steering Committee with opportunities to represent research staff at local and central committees. The Terms of Reference highlight that Co-Chairs are represented on different University Committees. The Research Staff Association Steering Committee includes a good mix of research staff from across faculties, who are rotated on an annual basis to ensure research staff views and experiences are relevant. The Terms of Reference are reviewed annually and recruitment is ongoing to ensure rotation retains good representation of research staff across the university. Faculties ensure regular discussions of Concordat implementation and progress via their different governance mechanisms.</p> <p>Concordat implementation: Faculty of Science and Engineering: - There is a PDR representative on the Research Strategy Groups or equivalent in schools. - Researcher representative is advertised for Faculty Research and Impact Committee and an equitable recruitment process was followed to recruit them. - Concordat implementation features as a regular item at every Faculty Research and Impact Committee meeting, School Research and Impact Committee meetings and annually at faculty Management Team meeting. Faculty of Humanities and Social Sciences: - The Concordat is a standing item on faculty Research and Impact Committee and PDRAs are represented on committees within Institutes. Faculty of Health & Life Sciences: - PDRAs are represented in various committees within Institute structures, such as the Research and Impact Committee Equality, Diversity, Inclusivity and Wellbeing Committee, Concordat Working Group, Mental Health</p>	<p>Examples of the impact (success) of this action include:</p> <p>Current RSA Steering Committee membership (November 2023) includes development opportunities for research staff, including six research staff from Faculty of Health & Life Sciences, four research staff from Faculty of Science and Engineering and one from Faculty of Humanities and Social Sciences (11 in total). Representation is based on the proportion of research staff within each faculty.</p> <p>Concordat Steering Group The CSG includes six research staff representatives, two from Faculty of Science and Engineering, two from Faculty of Health & Life Sciences and two from the Faculty of Humanities and Social Sciences.</p> <p>The inclusion of PDR representatives on committees within faculties has led to more opportunities to collaborate with established academics, such as: - PDRAs are incorporated into and engaged with research clusters and research theme activities; - Impact PDRAs supported a breadth of REF Impact Case Studies throughout the REF2021 cycle and this led to the appointment of permanent Impact Fellows/Officers within the faculties.</p>	Completed
				February 2023	RSA/ The Academy	8 RSA co-chairs and deputy co-chairs to be rotated on an annual basis to provide development opportunities for a wider and more diverse pool of research staff who feed into organisational policy and decision-making				Completed

								<p>and Wellbeing Group, and Athena SWAN Self-Assessment Committee.</p> <p>- The Institute of Systems, Molecular and Integrative Biology Concordat Group is chaired by a PDRA and helped devise and influence introduction of the Institute's ECR Development Fund.</p>		
ECM5	Encourage managers to engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	Research manager/PI representation on all relevant committees, as appropriate, with a view to ensuring EDI values are considered and that disclosure of bullying and harassment is actively encouraged.		March 2023	Faculty APVCs R&I / Deans / HoDs / HoOps/	Representation numbers and membership by PIs actively monitored by Faculty and Institute Leadership Teams to develop a benchmark for ongoing effective practice.		<p>Progress Overview:</p> <p>The university strongly encourages representation of academic staff, particularly managers of researchers, on local and central committees, including the Concordat Steering Group and faculty Research Strategy and Impact committees, and EDI Committees. Furthermore, PIs have contributed to Project RISE consultation exercises designed to collate and develop recommendations from colleagues on new ways of working to support our researchers to reach their full potential. Feedback received during 2020 and 2021 as part of the RISE conversations focused on two key questions; the things we care about and want to incentivise as part of our research environment, and secondly how we measure and recognise those. The key focus of RISE is to improve equity and diversity in the research environment. This is to maximise:</p> <ul style="list-style-type: none"> • Sustainable excellence – greater diversity in research teams as a driver for interdisciplinarity, greater excellence and a more effective and sustainable research base • Equity – a research culture that ensures inclusive and collegiate behaviours, and assesses the contribution made by the individual to improving EDI. <p>The recently launched University of Liverpool Research Fellowships assessment framework has been designed with EDI principles embedded in the recruitment process – senior leaders across the institution (PVC Research, APVC's Research & Impact, Deans, Heads of Department) are participating in training to identify the best in future talent via an open and inclusive framework.</p>	<p>Examples of the impact (success) of this action include:</p> <p>Faculty of Science and Engineering:</p> <ul style="list-style-type: none"> - School of Environmental Sciences – the EDI committee includes PI membership and the Research Strategy Group invites the Co-Chairs of the EDI Committee to at least one meeting a year to cover any EDI issues. <p>Faculty of Humanities and Social Sciences:</p> <ul style="list-style-type: none"> - Faculty encouraging a distributed leadership model to encourage inclusive representation of colleagues on committees and groups. - School Deans allocate roles on basis of suitability, career development/ progression, equal opportunities and experience and workload distribution. The Faculty currently has thirty-three active research grants on which PIs are responsible for researchers (with eight additional Research Fellowships); each School within the Faculty has a Staff Experience Lead who implements actions arising from the annual staff survey and takes the views of PIs into account. - A Funding Advisory Board has been created involving successful PIs who have secured funding through different funding bodies – to act in advisory and supportive capacity to help develop a sustained, diverse and ambitious portfolio of research funding within a positive research environment and culture. <p>Faculty of Health & Life Sciences:</p> <ul style="list-style-type: none"> - Opportunities for leadership roles are transparently advertised across institutes, including committee membership opportunities, with particular language on encouraging PI applications. - Academics who are PIs/managers of researchers are represented on faculty Research and Impact Committee 	Completed
EM5	Engage with opportunities to contribute to relevant policy development within their institution.	<i>See E17 in relation to opportunities for managers of researchers to contribute to relevant policy development.</i>								
ECR5	Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	RSA representation on research culture and environment committees, working groups and project boards, as appropriate at institutional and departmental levels.		In line with Project RISE timelines	Faculty APVCs R&I / Deans / HoDs / HoOps	At least one RSA/ PDRAs representatives on the RISE Project Board, to feed into developing policies as the Project evolves.		<p>Progress Overview:</p> <p>The RSA Steering Committee were consulted in each iteration of the RISE project planning and have provided consistent feedback as the project has been developed. The Pro-Vice Chancellor for Research and Head of Research Policy organised a specific meeting with the RSA Steering Committee to obtain their feedback on the white paper, before it was submitted for approval from Senate.</p> <p>The RSA Steering Committee membership (November 2023) includes development opportunities for research staff, including five research staff from Faculty of Health & Life Sciences, four research staff from Faculty of Science and Engineering and one from Faculty of Humanities and Social Sciences (10 in total). Representation is based on the proportion of research staff within each faculty – this ensured that a representative group of research staff could provide feedback on this initiative through the Steering Committee.</p>	<p>Examples of the impact (success) of this action include:</p> <p>RISE project final white paper has specific guidance on the varied contributions that will be valued from managers of researchers/Pis that includes (following consultation with the RSA) for their promotion and professional development reviews</p> <ul style="list-style-type: none"> - Supporting People: Line management and supporting the development of postdoctoral researchers consistent with discipline, with indicative expectations of helping others through mentoring, coaching and advising 	Completed

ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community.	Faculties to use creative ways, such as case studies, social media, podcasting, etc to encourage research staff to take ten development days, choosing activities most relevant to their current situation with input from and the agreement of their PI, recognising that development activities might take place in a university setting, but importantly do not have to.		May 2023 (in line with CEDARS timeline)	Faculty APVCs R&I / Deans / HoDs / HoOps/The Academy	At least 20% (building on current benchmark of 10%) research staff reporting that they have spent 10 or more days on their training and other continuing professional development activities.	<p>Progress Overview: Faculties have made significant progress in promoting and encourage research staff to take 10 development days, including showcases, blogs, social media posts, direct emails, and local networks. There is considerable diversity in our research staff community; therefore, we continue to aspire to showcase a diverse set of activities and opportunities, as highlighted below:</p> <p>The Academy The Researcher Blog and Case Studies includes examples of how research staff have used their 10 days professional development, which are highlighted in the weekly RSA e-bulletin and on social media.</p> <p>Examples of how this action has been progressed within faculties:</p> <p>Faculty of Science and Engineering: - School of Environmental Sciences have run two PDRA Network workshops per year showcasing how researchers are using their 10 days Professional Development.</p> <p>Faculty of Health & Life Sciences: - Faculty R&I lead regularly (~10 weekly cycles) meets with Faculty of Health & Life Sciences postdoc network to discuss a range of matters, including promotion of 10 days development time. - 10 days development time highlighted in RID's bi-annual introduction to research and Impact support services sessions and in the staff open meetings with individual institutes.</p> <p>Faculty of Humanities and Social Sciences: - The faculty has an ECR network that advertises events and resources, and a newsletter that highlights opportunities and case studies – such as 'Becoming a research leader' that highlights the value of a development-focused career path. - The Faculty of Humanities and Social Sciences Researcher in Focus blog highlights researchers across the faculty, including PDRA's and research fellows, such as Dr Sophie Jones (recently promoted from PDRA to lecturer) and Dr Stella Morgana (PDRA Fellow).</p>	<p>The impact (success) of this action includes:</p> <p>Increase of 5% (from 10% to 15%) research staff reporting using 10 or more days of professional development in CEDARS 2023.</p> <p>Highlights from the published Researcher Blog include:</p> <p>Career Development Award allowed to pursue my wine chemistry dreams – Dr Filip Szczypinski (Department of Chemistry) shares how he was supported in his department to obtain wine tasting accreditation and then use this to develop his research, all as part of his 10 days of professional development.</p> <p>Organising the Research Staff Conference – Dr Selina Johnson, Pain Research Institute discusses the value she got from helping to organise the research staff conference and how she used the skills she gained from this experience to boost her confidence and leadership skills in her day-to-day work.</p> <p>Buddy Scheme – Dr Sophie Jones (Department of History) shares her experience of being part of the RSA buddy scheme the positive impact on her mental health and wellbeing.</p>	Carried forward – see PCDM4, PCDI1 and PCDM5 in the forward action plan for actions about managers supporting and encouraging time for researchers to engage in a minimum of 10 days professional development pro rata per year.
Employment									
Recruitment and induction									
The aims of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective inductions into the organisation.									
E11	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.	Faculties to roll out new Faculty Recruitment Best Practice Guides to be adopted by all Schools/ Institutes across each Faculty.		December 2022	Faculty APVCs R&I / Deans / HoDs / HoOps	At least two case studies on successful research fellows published annually by Faculties.	<p>Progress overview:</p> <p>The university is proud of the showcase of successful fellows and other research staff across the university, which are promoted on the central Researcher Blog and in faculty webpages, with at least two case studies on successful research fellows published annually by Faculties.</p> <p>Examples of how this action has been progressed within faculties:</p> <p>Faculty of Health & Life Sciences: - Faculty Management Office (FMO) has rolled out standardised job description template to be adopted by all institutes. - An Independent Research Fellows Day was run in 2022 to provide prospective candidates with an opportunity to visit relevant academic departments, chat with relevant staff members, and explore the opportunities the Faculty of Health and Life Sciences has available, and ensure open recruitment practices were promoted.</p> <p>Faculty of Humanities and Social Sciences: - The faculty promotes their Derby Fellowships, including examples of case studies of fellows and their work, on Faculty of Humanities and Social Sciences faculty websites, which are promoted through the ECR Network</p> <p>Faculty of Science and Engineering: The School of Electrical Engineering, Electronics and Computer Science has webpages highlighting the career development support and fellowship opportunities for research fellows, with information on how they can support applications. The</p>	<p>The impact (success) of this action includes:</p> <p>Two cases studies have been published annually, including:</p> <p>A postdoc's journey through fixed term contracts Highlights the need to be proactive and adaptable to evolve as a professional</p> <p>A reflection on the support and opportunities available to researchers Highlights how development opportunities provide value to your career</p> <p>Becoming a research leader Highlights the need for a development-focused strategy</p> <p>Videos from the HLS Fellows Open Day can be found here, including talks from current fellows: https://www.liverpool.ac.uk/health-and-life-sciences/work-with-us/fellowships/tf/</p>	Completed

							Faculty has a Liverpool Scientific podcast and researcher profile interviews that include ECRs and research fellows.		
E12	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.	Launch of the University's central Social Onboarding Hub for a seamless induction process.		December 2022	HR	New Social Onboarding Induction Hub to link to presentation on Postdoc Rights and Responsibilities, family friendly policies, etc	<p>Progress Overview: The central induction hub includes the Concordat module, which is highlighted in the RS Welcome email. Investment in the new Social Onboarding Hub requires significant IT redevelopment and a decision has been made to complete other strategic HR projects before it is revisited. There's currently no defined timeline for this piece of work. However, the University has an Induction 'Marketplace' that is based on Canvas, and includes a separate section with information for research staff. Furthermore, a bespoke welcome box for all new staff to the University also includes a materials from the Academy's Researcher Development team that is targeted at research staff.</p>	<p>The impact (success) of this action includes:</p> <p>>120 completions of the Concordat module, with 60% individuals stating that it was 'very informative,' highlighting:</p> <p><i>"[It is] good to be reminded of the universities commitment to career development, my responsibility to plan >10days of professional development for myself and my staff."</i></p> <p><i>"It was useful to understand the framework in which professional development for researchers is designed."</i></p>	Reprioritise d/ Completed
Recognition, reward and promotion									
The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression.									
E13	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances.	As part of the on-going review of promotion processes, ensure that guidance materials and panel development opportunities effectively encourage clear and transparent mechanisms and enable colleagues to consider personal circumstances when making decisions, as appropriate.		In line with annual review process 2022-23	PVCR&I / APVCs R&I / HR	Completion of new annual review guidance and development support ahead of October 2022	<p>Progress overview:</p> <p>As part of the RISE consultation and as a result of the impact of Covid on all staff, it was recognised that further consideration was needed in annual review guidance to support the disclosure and appropriate recognition of personal circumstances. New wording was completed and approved by the senior leadership team in time for the 2022/23 annual review cycle. Additionally, all panel members involved in any of the committees have also been encouraged to participate in Unconscious Bias training, with the OD team circulating information/dates of training to panel members in time for this cycle. This resulted in positive feedback from staff and review committees, who welcomed the reminder to consider applications in the context of wellbeing, as highlighted by the new sections shown below:</p> <p>Annual review guidance: A section has been added to all Annual Review applications for significant factors affecting wellbeing: APPLICATION WORDING - Significant factors affecting wellbeing Applicants are able to provide details of circumstances, including any on-going effects of the Covid pandemic, which continue to have an impact on the contributions that colleagues have been able to make. Examples of impact may include but are not limited to illness, working conditions, caring responsibilities, access to essential facilities or work associated with any changes to methods of undertaking work. Applicants should note that the level of quality required to meet criteria for promotion is expected, but that the quantity of work undertaken by the candidate might be reduced or work might be being delivered in a different way. (Maximum of 250 words/1750 characters)</p> <p>GUIDANCE WORDING - Impact of the Pandemic/ Significant factors affecting wellbeing Applicants are able to provide details of circumstances, including any on-going effects of the Covid pandemic which continue to have an impact on the contributions that colleagues have been able to make. Examples of impact may include but are not limited to illness, working conditions, caring responsibilities, access to essential facilities or work associated with any changes to methods of undertaking work.</p> <p>Examples of how this action has been progressed within faculties:</p> <p>Faculty of Humanities and Social Sciences: - Access to mentorship/research conversations (with someone other than PI, who conducts PDR) includes: - Best practice / inclusivity of Reading Programme (revisions coming from RISE project) - Calibration exercises, gaining insight into how other institutions assess research</p>	<p>The impact (success) of this action includes:</p> <p>New Research Culture and Research Community Champions were awarded in 2023 to recognise research staff contributions to work and life at UoL, with 45 nominations submitted. All nominations are celebrated on our researcher hub pages.</p> <p>CEDARS 2023: 48% research staff strongly agree/agree that they are "appropriately recognised for their contributions to their institution" (vs. 45% in 2021). Further, 62% research staff found their appraisal "useful or very useful" (vs. 50% in 2021).</p> <p>RISE project final white paper has specific guidance on the varied contributions that will be valued from researchers for their promotion and professional development reviews, that includes supporting people, knowledge generation, knowledge exchange, and research environment.</p>	Completed Completed Completed

								<p>- Clearer understanding for post-contract pathways, especially for researchers on fixed-term/short-term contracts (e.g. access to Prosper; tenure-track positions; postdoctoral support opportunities and career development guidance)</p> <p>Faculty of Health & Life Sciences:</p> <p>- Concordat working group fed into guidance for the annual review process and targeted email was sent highlighting the Statement of Expectations and encouraging managers to support the professional development of their research staff</p> <p>Faculty of Science and Engineering:</p> <p>- The School of Physical Sciences has created a page covering Researcher Development and summarising the key points with further references on their internal staff SharePoint to provide concise information for all research staff. This site is referenced in a welcome email to new starting research staff and promoted via school and Departmental communication routes.</p> <p>- School research leads have taken the role of Concordat Champions and the Concordat is embedded into the role descriptor. They report on action progress quarterly to the faculty Research and Innovation Committee. Signposting to the Concordat module and Statement of Expectations is included in staff handbooks and inductions.</p>		
EM3	Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.	See E11 and E13 in relation to Faculty-based initiatives around inclusive, equitable and transparent recruitment, promotion and reward of researchers.								
Responsibilities and reporting										
The aims of these obligations are to ensure that researchers and their managers understand and act on their obligations and responsibilities.										
EM2	Managers familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding.	Raise awareness amongst PIs of the opportunity to include in their grant proposals the appropriate funding to support the promotion of the research staff, where appropriate and eligible, working on the grant.		January 2023	RSO	Test a new costing tool to enhance PIs understanding and working out of 'Full Economic Costing' to take into account research staff promotion where appropriate and eligible		<p>Progress Overview:</p> <p>The new costing tool is being developed as part of the Research Finance Systems Improvement Project, which has an estimated completion date of July 2024, and a soft launch ready for academic engagement in September 2024. In recognition of this delay, exemplars of ideas for support / development of post docs and staff are provided by both the RSO, in line with funder terms and conditions, and via support from local teams within the faculty.</p> <p>The RSO also includes guidance in relation to Full Economic Costing on their intranet pages, that includes a video guide. The feasibility of including guidance within the new costing tool has been tested and is not currently possible; however, the RSO will continue to promote exemplars of ideas for support / development of post docs and staff to PIs who request support and on their intranet guidance pages.</p>	Carried forward – see EM2 in the forward action plan.	
ER1	Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.	RSA to ensure that researchers are given the information about institutional policies and procedures in the personalised monthly welcome emails to all new research staff.		September 2022	RSA	RSA to organise at least one Lunch and Learn session with colleagues from the RSO in relation to funder requirements.		<p>Progress Overview:</p> <p>The RSA continues to offer lunch and learn sessions that are relevant for research staff every 6 weeks through the year. The themes for these sessions are proposed by the RSA, in consultation with the Concordat Action Plan and CEDARS data. This ensures that the sessions are relevant to research staff needs.</p> <p>In 2022 and 2023, sessions organised with colleagues from the RSO included: 'Pitfalls at Pre- and Post-Award', 'Narrative CVs', and 'Project HORTICULTURE: new tools UoL researchers need to know about'.</p> <p>These sessions, and other development opportunities are highlighted in the RSA weekly e-bulletin and monthly welcome emails.</p>	<p>The impact (success) of this action includes:</p> <p>Pitfalls for Projects at Pre- and Post-Award = 20 registrations</p> <p>Narrative CV = 25 registrations</p> <p>Project HORTICULTURE = 62 registrations</p>	Completed
ER2	Researchers understand their reporting obligations and responsibilities.	Processes in place to monitor dissemination and implementation of the agreed ten days of development time for research staff		April 2022	Faculty APVCs R&I / Deans / HoDs / HoOps/ RSA	RSA weekly e-bulletins to develop a #DidYouKnow section and each week share a link to useful University policies, processes and development activity guidance.		<p>Progress Overview:</p> <p>RSA weekly e-bulletin continues to be a significant route of dissemination to research staff, highlighting upcoming events, activities, opportunities for social engagement and important resources and information for all research staff to know. This e-bulletin includes a #DidYouKnow section that offers a link to useful University policies, processes and development activity guidance.</p>	<p>The impact (success) of this action includes:</p> <p>Example text from a recent e bulletin is below;</p> <p>Did you know? You can do rough costings of your research budget using the Research Support Office's Quick Costing Tool. For other resources from the Research Support Office visit: https://www.liverpool.ac.uk/intranet/research-support-office/ [intranet access]</p>	Completed

		implementation of a Learning Experience Platform to SLT					<p>The RSA implemented a rotating information process for the #DidYouKnow section to ensure that there is new information for readers but that important information remains continually highlighted, where necessary. The RSA receives approximately 2-3 emails a fortnight from different areas of the university wanting to disseminate information in this manner.</p> <p>Each faculty contributes to updating the Development Activity Guidance information annually (last updated in July 2023) and this is disseminated through local newsletters and via the RSA e-bulletin.</p>	<p>The University has released a revised Statement of expectations for research staff and PIs aiming to define the expectations around responsibilities of research staff and principal investigators with an emphasis on embedding professional practice. Also, you can access the virtual delegate pack and other resources from NPDC21 website here.</p> <p>Further impact of dissemination of policy and guidance by the RSA is highlighted by different university groups asking to host stalls at RSA events, such as the Research Staff Conference, where the Prosper and Research Partnerships teams both promoted new resources and opportunities for research staff to use their 10 days professional development.</p>
People management								
The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews.								
E14	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.	<p>- Faculties to widely promote and encourage engagement with external and centrally available opportunities to develop broader leadership skills such as Management Essentials, Project Management Qualifications and the new ILM Level 5 Coaching Programme.</p> <p>- Faculty of Health & Life Sciences R&I Directorate to introduce Staff Review and Development Groups in all Institutes</p>	<p>December 2022</p> <p>December 2023</p> <p>From January 2022</p> <p>September 2022</p>	<p>Faculty Deans / HoDs / HoOps/ The Academy</p> <p>The Academy</p> <p>The Academy</p> <p>Faculty of Health & Life Sciences APVC R&I</p>	<p>- At least 6 research staff participants annually across the institution in the ILM certified Management Essentials programme</p> <p>- At least 20 participants annually across the institution in the Project Management Qualifications</p> <p>- Research leaders (and senior staff who support research activity) applying for new ILM Level 5 Coaching Programme</p> <p>- At least 3 new Staff Review and Development Groups introduced in Faculty of Health & Life Sciences</p>	<p>Progress Overview:</p> <p>The university has a number of different opportunities available to develop project management training opportunities for managers of researchers, both centrally through The Academy and within faculties. All these opportunities are advertised via local and central communications, including newsletters and staff news articles. The diversity of these programmes is offered to recognise the diversity of our managers of researchers and research staff and their levels of knowledge and needs.</p> <p>Examples of how this action has been progressed within faculties:</p> <p>The EMBO Scientific Leadership programme was delivered in all faculties with the following attendance:</p> <ul style="list-style-type: none"> - Faculty of Health & Life Sciences: 18 participants in 2022 and 2023, respectively. Feedback from 2023 participants was extremely positive; therefore, the EMBO programme to run again in January 2024 and 2025, offering 18 places (36 in total). - Faculty of Humanities and Social Sciences: 16 participants in 2023 - Faculty of Science and Engineering: 16 participants in 2023 <p>EMBO signposts to UoL's 'Statement of Expectations' as part of course content, demonstrating how this could be considered in their capacity as research leaders at UoL.</p> <p>The Academy:</p> <p>The Academy promotes the management training opportunities through its 'Academy On Demand' pages and via news articles and dissemination through faculty communication routes. The Management Essentials programme runs once a year as hybrid programme that is also supported by online resources and a MS Team dedicated to the programme. The Academy also runs The Association of Project Management Project Management Qualification online self-directed training course (35-45 hours to complete), which provides an opportunity for staff across the university to gain a qualification in project management to support their own development.</p> <p>Staff Review and Development Groups (SRDG):</p> <ul style="list-style-type: none"> - New SRDGs have been introduced in the Institute of Systems, Molecular and Integrative Biology (1 academic and 1 for profession services staff), Institute of Population Health (1 academic review and development committee), and Institute of Infection, Veterinary and Ecological Sciences is launching one in early 2024 (communication and consultation for this process began in August 2023). In Institute of Life Course and Medical Sciences, the heads from a different department will meet and review PDRAs to offer support/guidance when requested. 	<p>The impact (success) of this action includes:</p> <p>ILM Management Essentials programme: 14 PDRAs successfully completed the programme in 2022. Further, All those who complete Management Essentials are invited to join the UoL Manager's Community of Practice to support and enhance their practice, Feedback from this includes:</p> <p><i>"Having the support of other managers and learning best practice from them, I feel, is essential as a manager and therefore this initiative is very welcome."</i></p> <p>Project Management Qualifications: 124 participants across the institution, including 35 from Academic/Research departments</p> <p>ILM5 Coaching Programme: 37 senior research leaders applied for this programme</p> <p>Feedback from the EMBO course includes:</p> <p><i>"I thought the course was brilliant. The teachers and course content were really good, and I think I've learned loads of good things to think about and try to apply in my own work [...] I would definitely advise anyone who asked me to register for it next year."</i></p> <p><i>"I found all the material extremely useful/essential and it will definitely change my leadership style and approach. The course facilitators were excellent and flexible in their approach and made everyone feel very comfortable."</i></p> <p><i>"I consider EMBO Laboratory Leadership course the most useful training event I have attended in my professional life. I found the modules on communication and emotional intelligence particularly useful and have immediately started implementing them into my everyday work."</i></p> <p>Staff Review and Development Groups (SRDG):</p> <p>The groups have oversight of the academic annual review process, including the assessment of applications for promotion, reviewing probationary academic staff, and offering advice, guidance and support to staff who are ready to progress to the next career level.</p>	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p>

E15	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation.	Faculties to roll out good practice in providing guidance and training for Managers / PIs on carrying out PDRs for research staff to ensure they provide a comprehensive, clear and fair PDR. For example, bespoke guidance documents and pre- and post-PDR briefings.		May 2023 (as per CEDARS timeline)	Faculty APVCs R&I / Deans / HoDs / HoOps/ The Academy	- At least 70% of research staff (building on current benchmark of 65%) reporting positive PDR experiences	<p>Progress Overview:</p> <p>The university recognises the vital importance of the annual review for research staff and has committed to supporting research staff and managers of researcher to help them get the most out of the annual process. In addition to the update highlighted in E13, staff are provided with guidance to support them with this process. This includes an online PDR User guide and a How To Guide which has been updated for 2023/24 to include the new Contributions Framework guidance (from the RISE project) for staff in the Teaching and Research, Teaching and Scholarship and Research Only Career Paths. This framework includes categories of contribution, and prompt questions that assist colleagues in shaping the narrative within their PDR and provide some guidance to reviewers in terms of expanding the PDR discussion and subsequently providing feedback.</p> <p>1. Supporting people</p> <ul style="list-style-type: none"> - How have you helped to support the careers of others? - What are your plans for the future in terms of supporting others and embedding EDI in your area/in the wider University? <p>2. Knowledge generation</p> <ul style="list-style-type: none"> - What outputs and grant applications do you have in the pipeline? - What is your longer term trajectory in terms of research income and outputs? <p>3. Knowledge exchange or research environment</p> <ul style="list-style-type: none"> - How have you developed your work to create impact beyond the academic sector - How do you plan to develop your contribution to KE beyond academia? What plans do you have for the development of research impact case studies? - How have you contributed to the wider research environment? - How do you plan to progress your contributions to the research environment within and/or beyond your area? <p>Examples of how this action has been progressed within faculties:</p> <p>Faculty of Humanities and Social Sciences:</p> <ul style="list-style-type: none"> - The registration link for the PDR session, video recordings and resources are highlighted in the ECR newsletter. <p>Faculty of Health & Life Sciences:</p> <ul style="list-style-type: none"> - PDR guidance emails are sent to all staff and there is a section on the intranet pages that highlights the roles and information specific for managers of researchers. <p>The Institute of Population Health has produced a "PDR protocol guidance document", with input from the Contract Researchers Lead, which outlines the commitment to Concordat Principles. The guidance explicitly reminds PIs of their responsibility to discuss development days with contract researchers (providing a link to the relevant web pages) and reminding research staff that they should come to the PDR prepared to discuss plans for their own development. The PDR protocol is circulated to all staff via the Heads of Department and Deans and is also available on the IPH intranet.</p> <p>Faculty of Science and Engineering: Research Co-ordinator's Leadership Programme is an Annual Course that was last ran on 5th Jan 2023. This course includes topics on how to have effective appraisals and difficult conversations. A cohort 12 x Research Co-ordinators completed the course.</p>	<p>The impact (success) of this action includes:</p> <p>There has been no change in the % research staff who found their appraisal useful; however, 85% managers of researcher are confident/fully confident in their ability to manage appraisal/review processes effectively in CEDARS 2023 (vs. 76% in 2021). Moreover, more research staff (52% in 2023 vs. 45% in 2021) report having a regular formal career development review with their manager, and 80% reported that this was useful/very useful (vs. 80% in 2021).</p> <p>Taken together, these data highlight that more managers of researchers are positively engaging in effective development reviews with their research staff; however, this may be happening outside of the formal annual appraisal process.</p> <p>To reflect this trend in the institution, we have adapted this action within the 'Career Development reviews' section PCD12 of the January 2024-January 2027 Action Plan.</p>	Adapted in the forward action plan – see PCD12.
EM1	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	<p>S&E New Annual Leadership Programme for Senior PDRAs / Research Co-ordinators. The programme involves supervisory training and covers their duty of care.</p> <p>Offer 'contextualised leadership' development, including a focus on researcher leadership, at institutional level</p>		<p>May 2022</p> <p>May 2023</p>	<p>S&E Faculty APVC R&I</p> <p>The Academy</p>	<p>- At least 10 PDRAs (building on current benchmark) trained</p> <p>- Initial cohort of 15 research leaders / research support leads engaged in contextualised development offer</p>	<p>Progress Overview:</p> <p>The university continues to offer leadership development programmes that are designed for staff at different levels of experience and in different job roles. We also support faculties in delivering bespoke opportunities, where relevant, as we recognise there are some difference in management and leadership activities across different disciplines.</p> <p>Examples of how these actions have been progressed:</p> <p>Faculty of Science and Engineering: The School of Physical Sciences Research Co-ordinator's Leadership Programme - Annual course last ran 5th Jan 2023. This</p>	<p>The impact (success) of this action includes:</p> <p>Research Coordinators Leadership Programme</p> <ul style="list-style-type: none"> - 12 x Senior PDRAs/ Research Co-ordinators completed the course. <p>Collective Leadership@Liverpool:</p> <ul style="list-style-type: none"> - 24 leaders were successful on the programme, including six research leaders, three technical pathway leaders, and five research-related leaders - 43 additional research leaders attended the research-themed masterclasses that were open to all researchers across the university 	<p>Completed</p> <p>Completed</p>

							<p>course includes supervisory training and covers their duty of care, effective appraisals and difficult conversations.</p> <p>The Academy: The Collective Leadership@Liverpool Programme was co-designed with experts in leadership development in the HE sector to offer participants critical leadership skills to empower, inspire and challenge them through a range of activities that will equip them with the knowledge, skills and mindset required by University leaders and enable them to develop as a leadership community. It was open staff from all job types. It gave both practising and aspiring leaders critical reflection and evaluative skills by developing their leadership skills and knowledge. Four core thematic areas were included in this programme:</p> <ul style="list-style-type: none"> - Leading in the HE Environment - Leading Authentically - Leading in an Inclusive Culture - Leading Impactful Teams <p>There were two key elements, (1) group sessions where participants came together to collectively, irrespective of traditional roles or areas of work. These sessions included content and discussion relevant for all institutional leaders; and (2) masterclasses, which were context-specific and supported the participants in applying their leadership learning to the context they work in. These were open to any staff, beyond the participant numbers, who would find the session relevant to their job role.</p>		
EM4	Managers actively engage in regular constructive performance management with their researchers.	Faculties to document discussions and feed through departmental channels highlighting professional development needs. All line managers to be encouraged to attend PDR training and additional development on coaching, difficult conversations or feedback where necessary		September 2023	Faculty APVCs R&I / Deans / HoDs / HoOps	- Review at Faculty level of the challenges and opportunities identified through performance review and benchmarks established for future areas of focus.	<p>Progress Overview:</p> <p>PIs and Heads of Departments are actively encouraged to engage in regular constructive performance management with their researchers, such as coaching conversations. Training and development opportunities are promoted and the feedback is reported through faculty channels. As highlighted in EI3 and EI5 of this progress report, the annual review guidance has been updated to reflect a greater emphasis on wider contributions and wellbeing.</p> <p>Examples of how this action has been progressed within faculties:</p> <p>Faculty of Science and Engineering:</p> <ul style="list-style-type: none"> - Schools within the faculty regularly review the completion of annual PDRs and target emails to groups where there are high incompleteness rates. Training and development needs are reviewed via local feedback, and the appropriate resources and videos to support effective completion are shared through newsletters <p>Faculty of Health & Life Sciences:</p> <ul style="list-style-type: none"> - Training is promoted via weekly e-bulletins and newsletters. During 'PDR season' – HoDs are reminded to engage in performance management discussions with staff and to pass on their encouragement to managers of researchers in their department. Additionally, at least one member of each department is encouraged to undertake a coaching qualification to support the staff through leadership programmes like Heilbron and other Academy courses, which are encouraged in PDRs. <p>Faculty of Humanities and Social Sciences:</p> <ul style="list-style-type: none"> - Annual PDR training session and update on processes is run for Faculty Management and Technical Leads plus HoDs. In this session, leads are asked to cascade information and support, and encourage attendance to further training for the managers in their groups/ departments. - Postdoc career development toolkits are signposted through newsletters <p>e.g., https://prosper.liverpool.ac.uk/manager-of-researchers-resources/boosting-postdoc-career-development/career-conversations/</p>	<p>The impact (success) of this action includes:</p> <p>CEDARS 2023: 62% managers report having undertaken training in conducting appraisals / development reviews (vs. 42% in 2021). Of these, 85% managers of researchers are confident/fully confident in their ability to manage appraisal/review processes effectively (vs. 76% in 2021).</p>	Completed

ER3	Researchers positively engage with performance management discussions and reviews with their managers.	Researchers to provide detailed documentation in support of performance review reflecting on key achievements and highlighting any barriers to the achievement of objectives.		March 2023	HR	- 90% of research staff reporting a completed PDR (based on baseline data of 85%)	<p>Progress Overview:</p> <p>The university has continued provide guidance and support for researchers to get the most out of their PDRs, including updated guidance for the 2023/24 PDR round (see EI5 for more details).</p> <p>The RSA runs an annual 'Getting the most out of your PDR session', with approximately 20 attendees and 40 annual views for research staff. This is advertised through the e-bulletin. In addition, during the 'annual review season', a specific section of the e-bulletin highlights all the available resources on the HR Webpages.</p> <p>For 2022, the PDR completion rate for research staff was 88% (increased from 85%).</p>	<p>The impact (success) of this action includes:</p> <p>Based on staff feedback, the timing of the annual review has changed at the university in 2023 (moved from April to September/October); therefore, the data for the current (2023) PDR season will not be available until early 2024.</p> <p>However, 81% of CEDARS 2023 have participated in a staff appraisal in the last 2 years (vs. 80% in 2021). Additionally, 85% managers of researchers are confident/fully confident in their ability to manage appraisal/review processes effectively in CEDARS 2023 (vs. 76% in 2021).</p>	Completed	
Job security										
The aim of this obligation is to improve the job security of researchers.										
EI6	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress.	See ECM4 for how the University will build on the current success of its flexible working offer by enhancing and promote flexible working options to attract, retain and enable staff								
Professional and Career Development										
Championing professional development										
The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.										
PCD11	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors.	<p>Cultivate the University's provision for supporting researchers to balance the delivery of their research and their own professional development. Researchers to be provided with information reiterating that Professional Development takes a variety of forms. It is important to note that an activity would only count as development if it does not form a normal part of their job description.</p> <p>Faculty Forums to develop opportunities for enhanced professional development and encourage research staff to spend up to 10 days on personal development, recognised in their PDR.</p> <p>Faculties to develop wider mechanisms to share effective practice on how time is being spent and impact on career development. HoDs to provide examples from their staff of how they have used their 10 days.</p>		December 2022	The Academy	- Update the 'Development Activity Guidance' that research staff can access to explore what the ten days of development activities could include.	<p>Progress Overview:</p> <p>The university is committed to providing a variety of opportunities and activities for research staff to engage in professional development, which are promoted across the university. These include central activities delivered by The Academy, and resources that are included in the Researcher Development Roadmap, and activities that are delivered by teams from across the university, such as the Researcher Know How team and Research Partnerships team. These are collected in a single, easily accessible place for all researchers to view as the Development Activity Guidance. Opportunities are themed around the different types of activity that researchers could undertake:</p> <ul style="list-style-type: none"> - Contributing to policy developments aimed at creating a more positive research environment and culture within our institution and the wider community - Participating in university-wide projects beyond research-related activities - Engagement with career-related experts to explore careers outside academia - Developing your independent research identity and broader leadership skills <p>The Development Activity Guidance is updated annually, with input from faculties and key departments and shared in the e-bulletin so that research staff can see the different ways they can use their 10 days.</p> <p>This guidance is shared with faculties to disseminate during PDR season for managers of researchers. Faculties share case studies of their ECRs on their local blogs or through The Academy Researcher Blog. In 2022-23, seven Researcher Case Studies have been published across the university to showcase the different ways that research staff have used their 10 days professional development.</p> <p>Examples of how this action has been progressed within faculties:</p> <p>Faculty of Science and Engineering:</p> <ul style="list-style-type: none"> - The School of Physical Sciences has two schemes available to provide financial support for the development of researchers: (1) Annual Postdoctoral Development Awards – 5 ECRs received funding of ca. £6,000 in 2022 to develop professional skills; (2) Training and Innovation funding provided by the. Leverhulme Centre for Functional Materials Design – 5 research and academic staff received funding of 	<p>The impact (success) of this action includes:</p> <p>The Development Activity Guidance page has seen 476 hits from 2022-23.</p> <p>Highlights from Researcher Case Studies include:</p> <p>Career Development Award allowed to pursue my wine chemistry dreams: Dr Filip Szczypinski (Department of Chemistry) shares how he received a Career Development Award and was supported in his department to obtain wine tasting accreditation and then use this to develop his research, all as part of his 10 days of professional development.</p> <p>Research in focus Case Study: Dr Stella Morgana (Department of Politics) talks about her British Academy Research Fellowship and research and how she combines this with her work as the Deputy Co-Chair of the Research Staff Association.</p> <p>Outbreak at Bluedot Festival: Dr Shona Moore (previously Postdoctoral Research Associate in Viral Immunity now Senior Programme Manager for Liverpool Brain Infections Research Group) talks about her role as a STEM ambassador and how she balances her public engagement with research work.</p>	Completed Completed Completed	

							<p>over £20,000 in 2023 to enhance their professional development.</p> <p>Faculty of Humanities and Social Sciences:</p> <ul style="list-style-type: none"> - This faculty has developed a 'to-be' structure, with roles and responsibilities for both taking forward the specific concordat actions but also the broader ECR agenda through a Faculty of Humanities and Social Sciences ECR Working Group. - The sharing of opportunities for enhanced professional development occurs via the Faculty Management Team and Research and Impact Committee for further cascading to share across Schools. - A Roadshow on the '10 Days of Development' has been created on the Faculty of Humanities and Social Sciences SharePoint site. - Two podcast case studies, with written transcripts, were published in 2022-2023 that highlight the research and professional development activities of research staff <p>Faculty of Health & Life Sciences:</p> <ul style="list-style-type: none"> - The Research and Innovation Directorate flags their faculty open meetings where postdoc attendance is encouraged through various communication streams, e.g., calendar invitations sent out to all institute-based staff to participate. - 10 days personal development time and resources, such as Faculty of Health & Life Science Networks and Communities of Practice, Training and Development pages, as well as The Academy's Researcher Hub are highlighted on the ECR intranet pages 			
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities.	<p>Enable enhanced mechanisms the delivery of core development modules and resources, that allow local managers and research administrators to access up to date data on researchers' engagement with and completion of professional development.</p> <p>Additionally, see EI5 and PCDI2 in relation to the engagement of researchers and their managers with professional development activities, and researcher career development reviews.</p>		March 2023	The Academy	- Formally submit a business case for the purchase and implementation of a Learning Experience Platform to SLT	<p>Progress Overview:</p> <p>The business case for the purchase and implementation of a Learning Experience Platform was submitted and approved by the Senior Leadership Team and a tender notice to deliver this platform was published in April 2023.</p>	<p>The impact (success) of this action includes:</p> <p>The successful supplier has begun working with The Academy on delivering the first stage of design implementation, which is piloting the platform with the mandatory training modules that all new staff are required to undertake (and review after 3 years).</p>	Completed	
PCDM 3	Managers allocate a minimum of 10 days pro rata per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development.	<i>See ER2, ER4 and PCD1 in relation to allocation, usage and evaluation of the uptake of 10 development days by research staff at Liverpool</i>								
PCDR1	Researchers take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year.	<p>Prosper model and portal will continue to evolve in response to feedback and as a result of experiences of the 2 dedicated cohorts on Phase 2.</p> <p>Also see ER2 and PCD1 in relation to identifying opportunities to utilise the ten development days.</p>		July 2022	Prosper Team	- Annual increase of 10% in number hits on the Prosper Portal	<p>Progress Overview:</p> <p>The Prosper portal was available for research staff and managers of researchers at University of Liverpool, University of Manchester and Lancaster University from 2020 to September 2022.</p> <p>This portal was redeveloped and launched to the whole UK HE sector in 2023 – soft launch July 2023, hard launch – September 2023.</p> <p>The site was redeveloped taking on directly collected feedback and holding dedicated focus groups. This input led directly to the development of functionality such as users being able to add their own notes to content, being able to track/monitor their progress and options for site navigation/self-orientation. We also held user experience sessions with former cohort members and other postdocs during the site redevelopment process.</p>	<p>The impact (success) of this action includes:</p> <p>From June – December 2020, the portal had 6821 page views (average: 974 per month); from January to December 2021, the portal had 17520 page views (1460 per month) – which is a 150% increase in page hits annually; from January to September 2022, the portal had similar annual page hits (16800), but a 5% increase in monthly page views (1876). This suggests repeated use from the currently registered users, indicating a consistent engagement with the portal and its resources.</p>	Completed	
Career development reviews										

The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.										
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.	Develop and where appropriate modify the supervisor training to support managers of researchers in having career conversations. Faculties will continue to offer local mentoring support where available and will better promote the central mentoring network. See ER3 for additional action around researchers being supported to positively engage with performance management discussions and PDR reviews with their managers. And EI4 for actions in relation to managers of researchers' engagement with external and centrally available opportunities to develop broader leadership skills.		July 2023	The Academy	- 40% of research staff engagement with central University mentoring scheme (building on current 35% engagement)		Progress Overview: The Academy hosts a University of Liverpool Mentoring Network that is open to all staff to register as a mentor or mentee, after which registered mentees can search for potential mentors to contact. All mentors and mentees are invited to attend Mentor/Mentee training and other network events that will help them get the most out of their mentoring experience. The network also included a Code of Conduct and resources to support the mentoring relationships, including a guidance document, examples of powerful mentoring questions, and a mentoring styles questionnaire. All research staff were encouraged engage with this network via the RSA e-bulletin and new starter emails.	The impact (success) of this action includes: 41% research staff are registered on the University mentoring scheme. Furthermore, CEDARS 2023 indicates that 51% research staff have regular formal career development reviews with their manager (vs. 45% in 2021).	Completed
PCDI6	Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.	<i>(PCDI6 repeated in two sections: championing professional development + career development reviews)</i>								
PCDM 1	Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.	See PCDI2 and EI5 in relation to career development discussions and annual reviews.								
PCDR4	Researchers positively engage in career development reviews with their managers.	See PCDI2 in relation to fostering productive career conversations between research staff and their managers.								
Career development support and planning										
The aims of these obligations are to promote researchers' career development planning through tailored support and gathering evidence of professional experience.										
PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers.	Faculty of Humanities and Social Sciences to build on Faculty of Health and Life Science's successful tenure track scheme by exploring retention and development opportunities across faculty for staff nearing end of contract on fixed term positions. Development of a Fellowship resource portal within the Researcher Hub Faculty of Health & Life Sciences Hub for Fellowship opportunities available to be made searchable by research career stage See additionally PCDM2 and PCDM4 for actions related to researchers' support in exploring and preparing for a diversity of careers and use of the 10 development days.		July 2022 November 2023 February 2023	Faculty of Humanities and Social Sciences Faculty APVC R&I The Academy Faculty of Health & Life Sciences R&ID	- Faculty of Humanities and Social Sciences to monitor applications to such schemes and success rates and working with unsuccessful applicants to repurpose their bids at a Faculty and School Level, and establish a benchmark for the number of applications given feedback and subsequent success. - At least 100 hits on the Fellowship portal in the first year following launch - At least 50 hits on the Faculty of Health & Life Sciences Fellowship opportunities pages		Progress Overview: The university has a strong commitment to promoting and supporting research staff in their academic career aspirations, and currently has a fellowship scheme within each faculty that recruits postdoctoral researchers ready to step up into their role as an independent researcher. Guidance for specific schemes available at the university are available within faculties, and general guidance on fellowships is available in the central Researcher Hub. Faculty of Humanities and Social Sciences: - Support for postdoctoral research includes effective use of the Faculty Research Development Fund for supporting large, ambitious bids, especially encouraging the involvement of named researchers who are coming close to the end of contract - The faculty has a an excellent track record with recruiting external research fellowships with six current Leverhulme Early Career Researchers and one UKRI Future Leaders Fellow at the Faculty - this can be attributed the tailored support process that has been developed for this scheme and other post-doctoral fellowships - ECRs are directed to internal funding support including internal pump priming schemes [intranet access] - Open advertising of postdoctoral opportunities is performed via Faculty bulletin and newsletters - External funding has been successfully leveraged to support those on fixed term contracts, e.g., Unilever Archives funding.	The impact (success) of this action includes: The Academy Fellowship resource portal was created on Researcher Hub, with 698 hits in 2022-23. Faculty of Humanities and Social Sciences have reported examples of how they have successfully supported career development of their PDRAs and published these on their intranet to encouraged other research staff to take up these opportunities. Selected examples include: Round 1 AHRC Impact Accelerator Account: PDRA Jacky Waldock was named Co-I on the funded project: <i>Examining the impact of Liverpool Philharmonic's Music and Mental Health NHS programme</i> Dr Ceren Kabucku, Leverhulme Early Career Fellow in the Department of Archaeology, Classics and Egyptology Ceren reflects on her time at the University of Liverpool and the support she has received to develop her research independence: <i>"When I was considering applying for a Leverhulme Trust ECF and playing around with various project ideas, all I had to do to receive the support and encouragement of my colleagues in the Department (ACE), School (HLC) and the Faculty (HSS) was to simply ask. "Throughout my time here as a fellow, and currently with my new applications, absolutely everyone I have spoken to and received help from (including Academic staff as well as members of Professional Services and Research Support) have encouraged creativity (the elusive blue-skies thinking) and fostered a</i>	Completed Completed Completed

							<p>The Academy The Academy Fellowship portal was developed to provide guidance for any research staff who were thinking of applying for a fellowship. This included information on: - What is a fellowship? - Why should I do a fellowship? - Preparing for a fellowship application - Fellowship funding opportunities - Early Career Researcher (ECR) and Returners fund</p> <p>Faculty of Health and Life Sciences The Health and Life Sciences fellowship hub includes all information about available external fellowship schemes and who to contact to apply. Furthermore, the page includes 8 case studies of different fellows in the faculty to support prospective applicants to understand their experiences of working in the faculty as a fellow. While it has not been possible to obtain the hit data for this webpage due to the launch of a Digital Design Transformation project and the implementation of new templates across the University website pages, the creation of this webpage did lead to the promotion of an Open Day for prospective research fellows on 28th November 2022 to support their Tenure Track Fellowship scheme. This was attended by 37 prospective fellows, the majority of whom were internal to the faculty.</p>	<p><i>collaborative environment. This is absolutely essential in choosing an institution that allows an early career researcher to build independence, create and shape their own research programme and thrive. Obviously, as an applicant there are certain conditions you must meet (e.g. reading through the guidelines and preparing materials), but with the team at UoL I can guarantee that you will not face the application process alone."</i></p> <p>Unilever Archives funding support for postdocs includes Dr Jo Tierney, whose project explores the business practices of Lever Brothers from 1900-1930 in the Belgian Congo (now Democratic Republic of the Congo) and the Solomon Islands. The Royal African Society also published (in June 2022) Jo's scoping report as part of their Independent Research Panel into the Lever plantations.</p> <p>Health and Life Sciences: Selected Fellowship case studies include: Philipp Antczak - an NERC Fellow and is part of the Environmental Omics Synthesis (EOS) research programme. Gabrielle Grundy - a Career Development Research Fellow investigating PARP enzymes in cancer biology Ewa Chrostek - a Marie Skłodowska-Curie Individual Fellow.</p>
PCDR3	<p>Researchers maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications.</p>	<p>Researchers to be encouraged to take responsibility for recording and reflecting on their PDPs (within their Portfolios of Activity) and Career Planning, to be discussed as part of the annual PDR process.</p> <p>See ER 3 for additional action around researchers being supported to positively engage with performance management discussions and PDR reviews with their managers.</p>	<p>In line with committee timelines</p> <p>November 2023</p> <p>July 2023</p> <p>November 2022</p>	<p>Faculty / School R&I leads.</p> <p>The Academy</p> <p>The Academy / RSA / Faculty APVCs</p> <p>The Academy</p>	<p>- Researchers to be encouraged to take responsibility via a variety of means to reflect on their self-directed PDPs and Career Planning, to be discussed as part of the annual PDR process.</p> <p>- 90% of research and related staff who successfully complete accredited academic development programmes receive professional recognition via the UKPSF.</p> <p>- At least 10 podcasts on topics related to researchers' professional practice recorded and publicly available.</p> <p>- At least 450 unique hits on the University's development activity guidance page.</p>	<p>Progress Overview:</p> <p>All researchers are encouraged to consider the professional development and reflect on their career planning as part of the annual PDR process. Data from CEDARS 2023 show that 40% researchers agree strongly/agree that they have a clear career development plan.</p> <p>Examples of how this action has been progressed within faculties:</p> <p>Faculty of Humanities and Social Sciences: - Mid-career development sessions were conducted Sept 2022 that included a discussion about taking advantage of the PDP</p> <p>Faculty of Health and Life Sciences: - PDR guidance emails are sent to all staff and there is a section on the intranet pages that highlights the roles and information specific for managers of researchers. The Institute of Population Health has produced a "PDR protocol guidance document", with input from the Contract Researchers Lead, which outlines the commitment to Concordat Principles. The guidance explicitly reminds PIs of their responsibility to discuss development days with contract researchers (providing a link to the relevant web pages) and reminding research staff that they should come to the PDR prepared to discuss plans for their own development. The PDR protocol is circulated to all staff via the Heads of Department and Deans and is also available on the IPH intranet.</p> <p>Faculty of Science and Engineering: - Staff are encouraged to use the Prosper portal and The Academy Development Guidance Page is shared during PDR season to encourage discussion and the use of a PDP.</p> <p>UKPSF The Academy offers a Foundations in Learning and Teaching in Higher Education (FLTHE) for those who are new to teaching in HE, including PDRAs. This is a taught programme to develop an understanding of the foundations of teaching in HE. Those who complete this course are supported to submit for professional recognition via UKPSF. Between 99% (13 out of 14 in 2021/22) and 100% (15 in 2022/23) research and research-related staff successfully received professional recognition via the UKPSF.</p> <p>Developing Practice The Developing Practice podcast produces monthly podcasts that are publicly available, with approximately 50 listens per month. Topics are varied to represent the diverse interests of the listening community, but always cover a story</p>	<p>The impact (success) of this action includes:</p> <p>UKPSF Between 99% (13 out of 14 in 2021/22) and 100% (15 in 2022/23) research and research-related staff successfully received professional recognition via the UKPSF.</p> <p>Examples of podcast themes include: - Creating a sustainable approach to change with Dominic Ventre, Emma Carter-Brown and Jennifer Davies What are the about the key elements to creating sustainable long-lasting change and how can they be developed within the university for a positive impact on students and staff. - Coaching for resilience and the dangers of burnout Resilience expert Russell Harvey shares knowledge gained from his 20+ year career in learning, leadership and organisational development. - Are we on the same page? Communicating with Business and Industry Two of our Making an Impact facilitators discuss how to develop your confidence when talking to non-academic partners about your research to enable business and industry collaborations. - Intersectionality and nurturing academics of colour How can you identify the blind spots in EDI efforts, to more effectively support academics sitting at the intersection of minority identities?</p>	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p>

							<p>that colleagues share about their own personal and professional development.</p> <p>Development Guidance The Academy Development Guidance Page has 476 hits in 2022-23 and includes resources on:</p> <ul style="list-style-type: none"> - Contributing to policy developments aimed at creating a more positive research environment and culture within our institution and the wider community - Participating in university-wide projects beyond research-related activities - Engagement with career-related experts to explore careers outside academia - Developing your independent research identity and broader leadership skills - Expanding your awareness and experience of the wider research system - Maintaining a Development Portfolio - Oral dialogues and/or 1:1 conversations on development with colleagues and line managers - Engagement with relevant literature associated with areas for development of skills, knowledge and practice - Skills development in a new area - Wider activities in your role as a key stakeholder within your institution and the wider academic community 	
Research identity and leadership								
The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities.								

PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	Faculties will continue to provide opportunities for researchers to develop broader leadership skills via PDRA rep opportunities and forum activities, running seminar series and conference organisation, peer review and reading panel participation as appropriate, and engagement with the Research Staff Association.	September 2022	Faculty APVCs R&I / Deans / HoDs / HoOps	- At least 100 PDRAs engaged in research impact development activities across the university	<p>Progress Overview:</p> <p>The Academy and Faculty Research and Impact Leads disseminate opportunities for researchers to develop their broader leadership skills, including Making an Impact, which is an annual programme of events led by The Academy which aims to provide rich, varied and high-quality development opportunities for researchers, academics and research-related professional services staff at all stages of their career with opportunities offered across all Faculties. The Making an Impact Resources include resources from six years' of Making an Impact sessions, such as: The joy of networking</p> <p>Follow the development of a network for Black, Asian and Minority Ethnic researchers, professional services and academic teaching staff during the Covid-19 pandemic. Engaging with policy makers</p> <p>How, as colleagues working in HE, we can engage with policy makers. Mastering complex research projects?</p> <p>How to enthuse your key stakeholders for impact. In this podcast, tips on how to enthuse and connect with collaborators, partners and more is discussed.</p> <p>Examples of how this action has been progressed within faculties:</p> <p>Faculty of Science and Engineering:</p> <ul style="list-style-type: none"> - The faculty runs committees, seminars, conferences and events for ECRs, including an annual event to summarise their research for the School. - For example, the Research Strategy Group which meets four times a year, runs regular events and training to support academics at all stages of their careers with writing grants, fellowship applications and papers. Events in 2023 included an "NERC Pushing the Frontiers & Exploring the Frontiers Pitching Event" and "Prosper Post Doc Workshop" <p>Faculty of Health and Life Sciences</p> <ul style="list-style-type: none"> - Each Institute runs a seminar series for all staff, where ECRs are encouraged to present their research or invite and host guest speakers. Recent talks included: "<i>Modelling embryo implantation and placental development in health and disease - Dr Peter Ruane (Early Career Research Fellow)</i>" -The Institute of Life Courses and Medical Sciences ran a Fellowship day on 2nd June for PDRAs and PGRs, which included a mock fellowship panel. This was run by the 'Fellowship Committee' which includes 3 ECR Fellows. <p>The Institute of Infection, Veterinary and Ecological Sciences has a Postdoc Association that runs social and development events. The association aims to promote professional development and social wellbeing within the IVES postdoc community and across the wider University. The association is actively involved with Institute Governance and makes it their missions to represent the needs of postdocs within and outside of the Institute.</p> <p>Faculty of Health and Life Sciences</p> <ul style="list-style-type: none"> - The ECR Network runs at least one event per year (for example, the BBC New Generation Thinkers workshop where attendees could hear from successful past applicants). <p>Progress for technicians</p> <p>The Research Technical Professional Career Pathway has been developed to meet three aims: recruitment, retention and recognition. It supports the Technician Commitment action plan for the University. Technicians and line managers of technical teams are invited to apply to the Technicians Development fund. The fund is held centrally by The Academy and is to provide grants to support a developmental activity, event or project which will improve, enhance, or develop our technicians and the wider technical community.</p> <p>Academy On Demand</p> <p>The Academy On Demand [intranet access] online portal was launched and provides a one-stop page for staff of all levels of experience to see the online offer that is available for their development. Resources are themed by audience:</p> <ul style="list-style-type: none"> - For all staff - Academic staff - Leaders and managers - Researchers / research-related staff 	<p>The impact (success) of this action includes:</p> <p>There were >200 PDRA registrations for the Making an Impact series in 2022 and 2023. Research staff co-hosted two Making an Impact podcasts in 2023, providing them with an opportunity to establish their wider research profile. These podcasts include: Are we on the same page? Communicating with Business and Industry Evaluating impact: going above and beyond the evaluation form</p> <p>Successful Technicians Case Studies showing the 20% increase in engagement with leadership development activities:</p> <p>Eighteen technical staff have successfully applied for the Technicians Development Fund (£15,000 awarded), with examples of funding including:</p> <ul style="list-style-type: none"> - Attendance to conferences - Attendance on Leadership Training - Training sessions for technical skills development. <p>Attendance on Leadership and Management courses</p> <ul style="list-style-type: none"> - In 2022, 27 technical staff attended the management essentials programme, which will be used as a benchmark to assess the increase in engagement following the completion of the management essentials training in December 2023. - In 2023, three technical staff were registered on the Collective Leadership@Liverpool programme and six attended the Collective Leadership Masterclasses. This was the first year that this programme ran, so engagement will be assessed again in 2024. 	Completed
		Enhance opportunities for technical staff to engage in the development of effective leadership and management attributes and behaviours.	December 2023	The Academy/ Technician Commitment Steering Group	- A 20% increase in technicians engaging in leadership development.	<p>Examples of how this action has been progressed within faculties:</p> <p>Faculty of Science and Engineering:</p> <ul style="list-style-type: none"> - The faculty runs committees, seminars, conferences and events for ECRs, including an annual event to summarise their research for the School. - For example, the Research Strategy Group which meets four times a year, runs regular events and training to support academics at all stages of their careers with writing grants, fellowship applications and papers. Events in 2023 included an "NERC Pushing the Frontiers & Exploring the Frontiers Pitching Event" and "Prosper Post Doc Workshop" <p>Faculty of Health and Life Sciences</p> <ul style="list-style-type: none"> - Each Institute runs a seminar series for all staff, where ECRs are encouraged to present their research or invite and host guest speakers. Recent talks included: "<i>Modelling embryo implantation and placental development in health and disease - Dr Peter Ruane (Early Career Research Fellow)</i>" -The Institute of Life Courses and Medical Sciences ran a Fellowship day on 2nd June for PDRAs and PGRs, which included a mock fellowship panel. This was run by the 'Fellowship Committee' which includes 3 ECR Fellows. <p>The Institute of Infection, Veterinary and Ecological Sciences has a Postdoc Association that runs social and development events. The association aims to promote professional development and social wellbeing within the IVES postdoc community and across the wider University. The association is actively involved with Institute Governance and makes it their missions to represent the needs of postdocs within and outside of the Institute.</p> <p>Faculty of Health and Life Sciences</p> <ul style="list-style-type: none"> - The ECR Network runs at least one event per year (for example, the BBC New Generation Thinkers workshop where attendees could hear from successful past applicants). <p>Progress for technicians</p> <p>The Research Technical Professional Career Pathway has been developed to meet three aims: recruitment, retention and recognition. It supports the Technician Commitment action plan for the University. Technicians and line managers of technical teams are invited to apply to the Technicians Development fund. The fund is held centrally by The Academy and is to provide grants to support a developmental activity, event or project which will improve, enhance, or develop our technicians and the wider technical community.</p> <p>Academy On Demand</p> <p>The Academy On Demand [intranet access] online portal was launched and provides a one-stop page for staff of all levels of experience to see the online offer that is available for their development. Resources are themed by audience:</p> <ul style="list-style-type: none"> - For all staff - Academic staff - Leaders and managers - Researchers / research-related staff 	<p>The impact (success) of this action includes:</p> <p>There were >200 PDRA registrations for the Making an Impact series in 2022 and 2023. Research staff co-hosted two Making an Impact podcasts in 2023, providing them with an opportunity to establish their wider research profile. These podcasts include: Are we on the same page? Communicating with Business and Industry Evaluating impact: going above and beyond the evaluation form</p> <p>Successful Technicians Case Studies showing the 20% increase in engagement with leadership development activities:</p> <p>Eighteen technical staff have successfully applied for the Technicians Development Fund (£15,000 awarded), with examples of funding including:</p> <ul style="list-style-type: none"> - Attendance to conferences - Attendance on Leadership Training - Training sessions for technical skills development. <p>Attendance on Leadership and Management courses</p> <ul style="list-style-type: none"> - In 2022, 27 technical staff attended the management essentials programme, which will be used as a benchmark to assess the increase in engagement following the completion of the management essentials training in December 2023. - In 2023, three technical staff were registered on the Collective Leadership@Liverpool programme and six attended the Collective Leadership Masterclasses. This was the first year that this programme ran, so engagement will be assessed again in 2024. 	Completed
		Provide more flexible access to high-quality online resources that meet a diverse range of needs from across the research and wider university communities.	October 2022	The Academy	- Launch the 'Academy on Demand' online portal with clearly themed resources for researchers and research leaders	<p>Examples of how this action has been progressed within faculties:</p> <p>Faculty of Science and Engineering:</p> <ul style="list-style-type: none"> - The faculty runs committees, seminars, conferences and events for ECRs, including an annual event to summarise their research for the School. - For example, the Research Strategy Group which meets four times a year, runs regular events and training to support academics at all stages of their careers with writing grants, fellowship applications and papers. Events in 2023 included an "NERC Pushing the Frontiers & Exploring the Frontiers Pitching Event" and "Prosper Post Doc Workshop" <p>Faculty of Health and Life Sciences</p> <ul style="list-style-type: none"> - Each Institute runs a seminar series for all staff, where ECRs are encouraged to present their research or invite and host guest speakers. Recent talks included: "<i>Modelling embryo implantation and placental development in health and disease - Dr Peter Ruane (Early Career Research Fellow)</i>" -The Institute of Life Courses and Medical Sciences ran a Fellowship day on 2nd June for PDRAs and PGRs, which included a mock fellowship panel. This was run by the 'Fellowship Committee' which includes 3 ECR Fellows. <p>The Institute of Infection, Veterinary and Ecological Sciences has a Postdoc Association that runs social and development events. The association aims to promote professional development and social wellbeing within the IVES postdoc community and across the wider University. The association is actively involved with Institute Governance and makes it their missions to represent the needs of postdocs within and outside of the Institute.</p> <p>Faculty of Health and Life Sciences</p> <ul style="list-style-type: none"> - The ECR Network runs at least one event per year (for example, the BBC New Generation Thinkers workshop where attendees could hear from successful past applicants). <p>Progress for technicians</p> <p>The Research Technical Professional Career Pathway has been developed to meet three aims: recruitment, retention and recognition. It supports the Technician Commitment action plan for the University. Technicians and line managers of technical teams are invited to apply to the Technicians Development fund. The fund is held centrally by The Academy and is to provide grants to support a developmental activity, event or project which will improve, enhance, or develop our technicians and the wider technical community.</p> <p>Academy On Demand</p> <p>The Academy On Demand [intranet access] online portal was launched and provides a one-stop page for staff of all levels of experience to see the online offer that is available for their development. Resources are themed by audience:</p> <ul style="list-style-type: none"> - For all staff - Academic staff - Leaders and managers - Researchers / research-related staff 	<p>The impact (success) of this action includes:</p> <p>There were >200 PDRA registrations for the Making an Impact series in 2022 and 2023. Research staff co-hosted two Making an Impact podcasts in 2023, providing them with an opportunity to establish their wider research profile. These podcasts include: Are we on the same page? Communicating with Business and Industry Evaluating impact: going above and beyond the evaluation form</p> <p>Successful Technicians Case Studies showing the 20% increase in engagement with leadership development activities:</p> <p>Eighteen technical staff have successfully applied for the Technicians Development Fund (£15,000 awarded), with examples of funding including:</p> <ul style="list-style-type: none"> - Attendance to conferences - Attendance on Leadership Training - Training sessions for technical skills development. <p>Attendance on Leadership and Management courses</p> <ul style="list-style-type: none"> - In 2022, 27 technical staff attended the management essentials programme, which will be used as a benchmark to assess the increase in engagement following the completion of the management essentials training in December 2023. - In 2023, three technical staff were registered on the Collective Leadership@Liverpool programme and six attended the Collective Leadership Masterclasses. This was the first year that this programme ran, so engagement will be assessed again in 2024. 	Completed

PCDM 4	Managers identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours.	Development of a future programme of events and resources advised by a review of the PI network activities to date and the PI Steering Group.		February 2022 March 2023	Prosper Team/ PI Steering Group	- A review of the Prosper PI network to inform next steps of the development of the PI network. - All PI development resources to be hosted on the Prosper portal and will be available to the sector at project roll out		Progress Overview: The PI network was run successfully through 2021-22 to support PIs in developing further understanding of the benefits and value of professional development training for research staff, and to engage with PIs on the development they would like to help them best support their researchers. A review of the PI network was undertaken and presented to the project board (February 2022). The review informed the final set of sessions for the PI network and the resources for the final portal. The review proposed increased communications with PIs, engaging PIs to become Prosper advocates/to collect testimonials, a diverse range of PI case studies plus a 'PI guide to Prosper' type resources: https://prosper.liverpool.ac.uk/manager-of-researchers-resources/how-to-use-prosper/ , PI network events and began to touch on rollout.	The impact (success) of this action includes: See 'Example of Effective Practice' for more information on the impact of this network. New Prosper portal launched in September 2023 and includes a suite of PI resources. (Soft launch was in July 2023).	Completed Completed
PCDM 5	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.	Develop a 'contextualised leadership' offer that provides high quality opportunities for research leaders to engage in targeted development alongside their peers. Continue to engage research leaders and research support leaders in executive level leadership development See also PCDM4 in relation to PI network activities.		May 2023 January 2023	The Academy The Academy	- First cross-disciplinary cohort of minimum 10 research leaders engaged in enhancing their practice. - A minimum of 5 appropriate level staff applying for the next iteration of the Heilbron Leadership Programme.		Progress Overview: Managers are encouraged to engage with leadership and management training in different ways, as highlighted here and in E14. The Academy offers difference levels of leadership training to support different levels of experience of leadership and is responsive to the needs of different research leaders at the university. The Collective Leadership@Liverpool Programme was co-designed with experts in leadership development in the HE sector to offer participants critical leadership skills to empower, inspire and challenge them through a range of activities that will equip them with the knowledge, skills and mindset required by University leaders and enable them to develop as a leadership community. It was open staff from all job types. It gave both practising and aspiring leaders critical reflection and evaluative skills by developing their leadership skills and knowledge. Four core thematic areas were included in this programme: - Leading in the HE Environment - Leading Authentically - Leading in an Inclusive Culture - Leading Impactful Teams There were two key elements, (1) group sessions where participants came together to collectively, irrespective of traditional roles or areas of work. These sessions included content and discussion relevant for all institutional leaders; and (2) masterclasses, which were context-specific and supported the participants in applying their leadership learning to the context they work in. These were open to any staff, beyond the participant numbers, who would find the session relevant to their job role. The Heilbron Leadership Programme is aimed at staff in academic and professional services roles who aspire to senior level leadership. Delivered across a six month-period, it will enable participants to explore and challenge their approach to leadership and develop their capability to operate at the highest levels. The Heilbron Leadership Programme provides a collaborative learning experience which will challenge leaders to think and act in new ways, to explore best practice and be part of a growing culture of leadership excellence across the university. The style is highly participative, allowing leaders to reflect and to challenge, reaching new levels in their accountability and practice.	The impact (success) of this action includes: Collective Leadership@Liverpool: - 24 leaders were successful on the programme, including six research leaders, three technical pathway leaders, and five research-related leaders - 43 additional research leaders attended the research-themed masterclasses that were open to all researchers across the university Heilbron Leadership Programme in 2023 includes 12 research leaders, such as: - Two Heads of Department - Three Research Lead/ Group Leaders - Two Professors and two Readers - Four Senior Lecturers - One Senior Research Fellow	Completed Completed
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	All researchers to identify at least one opportunity outside of the university to build their profile – whether through voluntary work, outreach, event and conference organisation, support for the student experience, PGR mentoring etc.		April 2023	The Academy	- At least two blogposts annually on the Researcher Hub through which researchers share their learnings and experiences.		Progress Overview: The Researcher Hub blogs are a significant resource for our research staff, providing personal stories of activities from other researchers and other teams across the university who provide information and resources to support their professional development. Researcher Hub blogs are posted every 3 months highlighting different aspects of researcher experiences and	The impact (success) of this action includes: The National Postdoc Conference and other RS conference session recordings continue to receive >300 hits annually, highlighting the value of the recorded resources. The Research Staff Association design and organise the Annual Research Staff Conference . The December 2022 Conference had 141 registrations . Sessions during this conference included:	Completed

		Annual Research Staff Conference will be continued, led by RSA members, with a focus on the skills, abilities and mindsets required to succeed in multiple fields.		December 2022	RSA	- RSA Conference delivered with minimum 100 registrations and strong evaluation of benefits, including continued ongoing collaboration with UKRSA.	useful information for research staff. Blog has >500 hits annually. Research Staff Conference has continued, with Liverpool hosting the National Postdoc Conference in 2021, followed by an annual conference in 2022 and 2023.	- Public engagement and pathways to impact showcase with researchers from each faculty - Parallel workshops on 'Outsourcing your brain' and 'Having a fulfilling research career in industry' - Panel discussion on Building a Better Research Environment The 2023 RS Conference took place on 30 th November with the theme: Merseyvision: Empowering research visionaries How to identify, define and enact your vision in the changing world Sessions during this conference included: - Promoting yourself and staying on top of current research innovations - Figuring out how to Prosper - A masterclass on Research in the Age of AI - A keynote on Redefining Research Leadership - A panel on Decision-making and different career paths for researchers The conference had 112 registrations.	Completed
Diverse careers									
The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research.									
PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this.	The cross-Faculty Broadening Horizons Mentoring scheme funded by Wellcome Trust for research staff interested in translational science.		July 2022	The Academy/ Faculty of Health & Life Sciences R&I D	- At least 5 research staff engaging with a mentor from industry	Progress Overview: The University participated on the Wellcome Broadening Horizons Scheme for two years (2020 and 2021), with 10 researchers (5 in 2021) engaging with a mentor from industry, in conjunction with a series of sessions to help them get the most out of the mentoring. The aim of Broadening Horizons is to support early career researchers with their professional development and raise awareness of the skills and mindset needed to translate discoveries into practical application for societal benefit. It does this by connecting mentees with mentors from industry, policy and the third sector. The programme gives mentees exposure to opportunities in translating research and provides tools, knowledge and guidance. Mentors were from participating companies that were in the R&D, Medical Devices, Primary Healthcare, Drug Discovery and Genomics fields. Mentors had on average 7 years of experience in academia, with nearly three quarters (73%) having 3 to 10 years of experience. In terms of industry experience, more than half (56%) of mentors were found to have between 6 and 20 years of experience in industry.	The impact (success) of this action includes: When asked how the overall experience with the Broadening Horizons programme has been, mentees provided an average star rating of 4.3 (out of 5) and mentors an average rating of 3.9. Mentees and mentors were also asked about their satisfaction with programme resources and information. 60% of mentors and 69% of mentees were either "satisfied" or "extremely satisfied" with programme information and resources. Feedback on what the mentees have gained from the programme included: <i>"The programme has challenged me to think about what I can gain from mentorship and what I need in a mentor. I have sought to be open minded and my mentor and I have had interesting discussions in our meetings, so that was beneficial especially during pandemic-related lockdowns where I had less opportunity for peer to peer support and fewer interactions with work colleagues. I think in some ways the programme has increased my confidence, because I can recognise how far I've come in the last few years."</i> Further feedback about the topics discussed included: <i>"My mentor has provided an insight into industry and how they perceive job applicants from her experiences. She has also put me in touch with a colleague who helped to further describe the day to day workings of my potential future employment industry."</i> <i>"To date we have discussed work/life balance, how to be an effective supervisor, coaching and motivational skills, how to develop translational strategies for research and common pitfalls made during translational studies in regard to incomplete preclinical data. In addition, we have also discussed networking and improving my online visibility, which has since led to me setting up twitter and LinkedIn."</i>	Completed
PCDM 2	Managers support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments.	Prosper Project will provide a renewed development model, portal and associated suite of resources to allow postdocs to recognise and maximise career opportunities across multiple career pathways. The portal resources will be evaluated and tested by a mix of focus groups and by usage by those on the cohort. Participants will be monitored throughout the cohort journey including mandatory reflective journal entries, attendance at		Refined second stage piloting across three partners begins March 2022 December 2022	Prosper Team Prosper Team	- As part of the development of Prosper a second cohort of at least 75 PDRAs across the 3 partner institutions will participate in an intensive series of development activities associated with different 'career clusters' co-designed with employers. - At least 80% of the postdocs surveyed indicate a	Progress Overview: Prosper delivered their second career development pilot from February 2022 to February 2023, and involved 75 postdocs from a range of backgrounds and disciplines across the University of Liverpool, University of Manchester, and Lancaster University. The participants participated in development activities that included career coaching, engagement with and exposure to employers across 12 broadly defined career clusters, and a variety of workshops, sessions, and asynchronous resources. - The Cohort 1 Evaluation report provides evidence of growth in Cohort 1 postdocs confidence to self-reflect and explore careers beyond academia - 70% of the cohort had engaged with employers beyond Prosper.	The impact (success) of this action includes: To date, 11 researchers have moved onto roles beyond academia from cohort 1: 7 have moved to roles not based in Universities or HEIs, 2 have moved into professional service roles within HEIs, this is worth a mention as transitioning 'beyond academia' needn't mean not working within a university – as there is a large body of professional services roles at institutions that many postdocs would both enjoy and be well suited for. These roles are often easily overlooked despite being of potential interest for those postdocs who still wish to work in an academic setting without pursuing the 'traditional' academic ladder route. And last but not least, 2 postdocs have begun their own consultancy businesses Evaluation measures:	Completed

		focus groups and pulse surveys that will provide insights into the experience of participating in the cohort.				positive impact of Prosper on their career development.	Furthermore, the Prosper case studies highlight the impact of the programme on individuals. Cohort 1: Confidence in different aspects relating to career development (such as identifying personal skills, identifying careers of interest, developing job application, discussing career development with their PIs, and more) was tracked via 18 questions or variables. Data show clear improvement across all 18 variables over the course of participants' engagement with Prosper. Cohort 2: 86 PDRAs were offered a place on Cohort2, with 75 PDRAs ultimately taking up the offer.	Cohort 1 had a marked and statistically significant impact on participants' confidence across 18 ability areas, measured on a five-point Likert scale score. The postdocs showed significant growth in their abilities to reflect on their personal self, transform their skills to meet what employers beyond academia are looking for, identify opportunities beyond academia, and develop job applications. The most impressive leap was in the area of identifying opportunities beyond academia, which showed an improvement of just over 2.5 points of standard 5 deviation over the course of the 12 months – with confidence in developing job applications close behind showing a 2+ point change. Further details can be found in the Cohort 1 evaluation report .	
PCDR2	Researchers explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments.	Prosper will continue to work with an increasingly engaged cohort of employers to continuously improve materials and resources linked to careers beyond academia.	March 2023	Prosper Team	- At least 140 individuals associated with 90+ employers engaged in Prosper		Progress Overview: The university continues to provide opportunities for researchers to explore and prepare for a range of employment options, including supporting the development of careers beyond academia and with research partners. This is particularly highlighted in Strategy 2031, as discussed in our 12-year summary documentation. This is exemplified by Prosper and the Fellowship Strategy Group , as highlighted in more detail below. Prosper: Co-creation with employers has been central to Prosper since its inception and input from a range of employers and external stakeholders was sought as early as the development of the project proposal. In keeping with our ambition to serve all disciplines and unlock postdoc potential to the benefit of all sectors, this comprised those in science and technology (including Unilever and Sci Tech Daresbury) as well as cultural and professional services sectors (such as National Museums Liverpool and North West Business Leadership Team). Prosper has now engaged with over 150 individuals from over 100 employers to co-create resources and engagement for cohort. Fellowship Strategy Group: This group is working with the Research and Impact Lead to coordinate Wellcome-funded research exchange visits that will enable ECRs to visit other overseas labs to develop new skills / experiences.	The impact (success) of this action includes: Prosper: Some insights from employers included: <i>"One of the things postdocs forget is that academically they're at the top of the tree. A very small percentage of people get PhDs in this country – it's tiny! To have done that, and then gone on and done postdocs, delivered more publications, done more things, this is a real achievement."</i> Further information from employers helped Prosper to design resources that helped postdocs demonstrate their transferable skills, including in: - research and analytical skills - adaptability and the ability to master new concepts - commercial awareness Read the blog about our cocreation with employers here https://www.liverpool.ac.uk/researcher/prosper/blog/prosper/co-creating-prosper-with-employers/ Fellowship Strategy Group: The funding for this programme has been identified in partnership with the Wellcome Trust, and the Fellowship Strategy Group is in the process of reaching out to scoping additional HEI partners to facilitate a fellow 'exchange' programme.	Completed
		Faculty of Health and Life Sciences Fellowships Strategy Group to explore the possibility of developing strategic partnerships with other HEIs to develop 'exchange' programme for ECRs to facilitate independence and mobility.	November 2023	Faculty of Health & Life Sciences APVC R&I / Faculty of Health & Life Sciences R&I D	- At least one strategic partnership initiative				Completed
PCDR6	Researchers consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation.	Build on the successful 'Making an Impact Series to offer further high-quality development to all research and related staff and further develop its Research and Innovation capacity-building sessions.	May/June annually	The Academy/ RPI	- Multiple development opportunities with at least 800 registrations annually, focused on research and career impact offered to research staff through a dedicated series of intensive workshops, keynotes, masterclasses, seminars, 1:1 surgeries, research facilities tours, networking events and panel sessions.	Progress Overview: Making an Impact is an annual programme of events led by The Academy which aims to provide rich, varied and high-quality development opportunities for researchers, academics and research-related professional services staff at all stages of their career with opportunities offered across all Faculties. The 2023 programme was an opportunity for colleagues to engage with sessions that enable them to boost research impact productivity, develop their personal and professional research impact attributes, and strengthen the cohesion, resilience and sustainability of our university's knowledge exchange potential. LIV-SRF scheme: The LIV-SRF Voucher Scheme seeks to pump-prime early stage research projects by providing a contribution towards the access fees of LIV-SRF Shared Research Facilities (SRFs). Since 2021, there have been 4 rounds of the LIV-SRF scheme. In total, 107 staff have applied (18 PDRAs), with 38 successful awards (10 successful PDRAs). This means an average success rate for PDRAs of 56%, which is higher than the total success rate of 45%.	The impact (success) of this action includes: Annual Making an Impact series has >800 registrations annually. Each year, >6 sessions are run with Liverpool alumni currently employed in the private sector as part of our 'From Liverpool to Impact' series. Example sessions in 2023 included: James Bond and surgical innovation: solve a problem, don't design a product: Dr Jonathan Sackier (entrepreneur) Owning your own personal brand: Sam Butler (solicitor) Feedback from 2023 included: <i>"The session gave an excellent introduction to the key issues involved in public engagement evaluation and the discussions helped people talk about the relevant usefulness of some key methods."</i> <i>"It was absolutely fantastic. The use of relatable metaphors/similes was brilliant. The outline was also helpful in weaving it all together. Thank you."</i> <i>"A very informative presentation. Lots of good examples. The presenter was very friendly and knowledgeable."</i> Longitudinal feedback from attendees over multiple years of attendance highlights their "enhanced networking and collaboration skills," and a "wider outlook of how research can be applied and valued beyond grants/papers and evidencing this impact." LIV-SRF scheme example of impact: Dr Roger Kissane: Post-Doctorate Research Associate from the Institute of Life Course and Medical Sciences Roger was awarded a voucher in the first round of the LIV-SRF Voucher Scheme and presented at the voucher scheme seminar to promote the scheme: https://www.liverpool.ac.uk/intranet/health-and-life-sciences/tied/srf/seminar-series/voucher-scheme/ [intranet access]. He discussed the application process, the	Completed	
		PDRAs to have access to the new LIV-SRF Voucher Scheme which is designed to fund small pump-priming projects that have the potential to develop new areas of research by offsetting the costs of accessing our Shared Research Facilities (SRFs).	May/June annually	The Academy/ Alumni Office					Completed
		In line with LIV-SRF Voucher Scheme application timeframe		SRFs	- At least 5 sessions with Liverpool alumni currently employed in the private sector - At least 1 successful PDRA applicant per year to the new LIV-SRF Voucher Scheme				Completed

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