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

Details

<table>
<thead>
<tr>
<th>Institution name:</th>
<th>University of Liverpool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort number:</td>
<td>4</td>
</tr>
<tr>
<td>Date of submission:</td>
<td>January 2024</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Audience (direct beneficiaries of the action plan)</th>
<th>Number of</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research staff</td>
<td>1470</td>
<td>At the University of Liverpool, we have 962 staff on research only contracts and 250 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. PI/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.</td>
</tr>
<tr>
<td>Postgraduate researchers</td>
<td>N/A</td>
<td>PGRs do not currently form a target group for our Concordat activities.</td>
</tr>
<tr>
<td>Research and teaching staff</td>
<td>990</td>
<td>Note: There are a number of cross-overs between this number of research and teaching staff, and those PIs in receipt of grants.</td>
</tr>
<tr>
<td>Teaching-only staff</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Technicians</td>
<td>666</td>
<td>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.</td>
</tr>
<tr>
<td>Clinicians</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Professional support staff</td>
<td>N/A</td>
<td>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.</td>
</tr>
<tr>
<td>Other (provide numbers and details)</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

**To be completed only when reporting on action plan**

<table>
<thead>
<tr>
<th>Obligation</th>
<th>Action</th>
<th>Carried over from previous action plan?</th>
<th>Deadline</th>
<th>Responsibility</th>
<th>The targeted impact of the action (success measure)</th>
<th>Comments (optional)</th>
<th>Progress update</th>
<th>The actual impact of the action (reporting against the success measure)</th>
<th>Outcome (ongoing/next forward/no further action)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment and Culture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness and engagement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Obligation</th>
<th>Action</th>
<th>Completed for submission</th>
<th>To be completed only when reporting on action plan</th>
</tr>
</thead>
</table>

**EC1 Ensure all relevant staff are aware of the Concordat.**

- **Faculties will continue to promote and raise awareness via staff briefings, post-REP discussions, relevant committee meetings, webpages, induction materials, PDORs 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 implemented, 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 Directors / HoDs / HoOps - The Academic Concourse of the Concordat: At least 40% of research staff reporting an information of the Concordat - At least 100 unique hits on the Researcher Development Concordat module - At least 4 workshops with CSER 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

  - **July 2022**: The Academy - The Academic Concourse of the Concordat: At least 40% of research staff reporting an information of the Concordat - At least 100 unique hits on the Researcher Development Concordat module - At least 4 workshops with CSER 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

  - **November 2022**: The Academy - The Academic Concourse of the Concordat: At least 40% of research staff reporting an information of the Concordat - At least 100 unique hits on the Researcher Development Concordat module - At least 4 workshops with CSER 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

  - **Early 2022**: The Academy - The Academic Concourse of the Concordat: At least 40% of research staff reporting an information of the Concordat - At least 100 unique hits on the Researcher Development Concordat module - At least 4 workshops with CSER 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. 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 CSEG continues to meet at least 4 times a year to share examples of best practice and cascade information about activities that relate the Concordat.
  - There have been 250 hits on the webpage housing the Researcher Development Concordat module. In 2022, there were 4 workshops with CSER 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 hosted 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&D 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 staff. The promotion of information and resources supporting a greater understanding of the Researcher Development Concordat. 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 CSEG continues to meet at least 4 times a year to share examples of best practice and cascade information about activities that relate the Concordat.
      - There have been 250 hits on the webpage housing the Researcher Development Concordat module. In 2022, there were 4 workshops with CSER 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.
  - **Faculty of Health & Life Sciences:**
    - 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 staff. The promotion of information and resources supporting a greater understanding of the Researcher Development Concordat. 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 CSEG continues to meet at least 4 times a year to share examples of best practice and cascade information about activities that relate the Concordat.
    - There have been 250 hits on the webpage housing the Researcher Development Concordat module. In 2022, there were 4 workshops with CSER 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.
  - **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 staff. The promotion of information and resources supporting a greater understanding of the Researcher Development Concordat. 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 CSEG continues to meet at least 4 times a year to share examples of best practice and cascade information about activities that relate the Concordat.
    - There have been 250 hits on the webpage housing the Researcher Development Concordat module. In 2022, there were 4 workshops with CSER 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.
  - **Faculty of Health & Life Sciences:**
    - 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 staff. The promotion of information and resources supporting a greater understanding of the Researcher Development Concordat. 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 CSEG continues to meet at least 4 times a year to share examples of best practice and cascade information about activities that relate the Concordat.
    - There have been 250 hits on the webpage housing the Researcher Development Concordat module. In 2022, there were 4 workshops with CSER 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.
  - **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 staff. The promotion of information and resources supporting a greater understanding of the Researcher Development Concordat. 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 CSEG continues to meet at least 4 times a year to share examples of best practice and cascade information about activities that relate the Concordat.
    - There have been 250 hits on the webpage housing the Researcher Development Concordat module. In 2022, there were 4 workshops with CSER 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.
  - **Faculty of Health & Life Sciences:**
    - 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 staff. The promotion of information and resources supporting a greater understanding of the Researcher Development Concordat. 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 CSEG continues to meet at least 4 times a year to share examples of best practice and cascade information about activities that relate the Concordat.
    - There have been 250 hits on the webpage housing the Researcher Development Concordat module. In 2022, there were 4 workshops with CSER 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.

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 on the Concordat module, with 96% individuals stating that it was ‘somewhat’ (36.8%) or ‘very’ (60.5%) informative or helpful.

"It is good to be reminded of the universities commitment to career development, my responsibility to plan >10 days of professional development for myself and my staff."

"It was useful to understand the framework in which professional development for researchers is designed."
<table>
<thead>
<tr>
<th>Obligation</th>
<th>Action</th>
<th>Carried over from previous action plan?</th>
<th>Deadline</th>
<th>Responsibility</th>
<th>The targeted impact of the action (success measure)</th>
<th>Comments (optional)</th>
<th>Progress update</th>
<th>The actual impact of the action (reporting against the success measure)</th>
<th>Outcome (ongoing/can be repeated or further action)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of REF environment statements to inform future activity will include taking forward Concordat principles as part of the overall ongoing research strategy.</td>
<td>October 2022 and then as per each Faculty’s internal planning cycle</td>
<td>Research and Impact Strategy Team / Faculty APVCs R&amp;I / Deans / HoDs</td>
<td>Best practice feedback summarised by IRIS and Faculties review built into respective Faculties’ planning cycles.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure our commitment to, and a link to, the concordat principles is part of the research job description templates.</td>
<td>September 2023</td>
<td>HR</td>
<td>100% of research job descriptions include information about the University’s commitment to the Concordat.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculties to ensure that institutional and school level policies are signposted in staff meetings, induction materials, staff handbooks, PDR briefing, and new or amended policies communicated via mailing lists. RSA pulse survey and Focus Groups to monitor the benchmark number of research staff reporting awareness of key policies. Establish an expanded Diversity and Equality team within the Academic to lead on D&amp;I initiatives, ensuring PDRA and ECR representation across key networks, groups and committees.</td>
<td>March 2023</td>
<td>Faculty APVCs R&amp;I / Deans / HoDs / HoOps: RSA</td>
<td>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.</td>
<td>Progress Overview: 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 and 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 taught university base institute of the participants, as well as general demographic information such as gender and ethnicity.</td>
<td>Examples of the impact (success) of these actions include: Research Staff Awareness of policies: - 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.</td>
<td>Completed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obligation</td>
<td>Action</td>
<td>Carried over from previous action plan?</td>
<td>Deadline</td>
<td>Responsibility</td>
<td>The targeted impact of the action (success measure)</td>
<td>Comments (optional)</td>
<td>Progress update</td>
<td>To be completed only when reporting an action plan</td>
<td>The actual impact of the action (reporting against the success measure)</td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
<td>----------------------------------------</td>
<td>---------</td>
<td>---------------</td>
<td>-----------------------------------------------</td>
<td>----------------------</td>
<td>-----------------</td>
<td>--------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>An assessment of the impact on EDI issues of the COVID19 crisis will need to be undertaken through Consultation via Project RISE. Faculty of Health and Life Sciences Directorates and Faculty Office to undertake new Athena Swan Professional, Technical and Operations (PTO) Pilot. This will particularly benefit those researchers who sit within Liverpool Shared Research Facilities and will bring greater recognition for technicians. (Directorates &amp; FMO)</td>
<td>As per Project RISE deliverables during 2021-2022</td>
<td>Officer, and a Disability and Wellbeing Advisor</td>
<td>Project RISE Leads</td>
<td>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 industry within research leadership.</td>
<td>Faculty of Health &amp; Life Sciences APVC RAI</td>
<td>10% participation rate in the pilot PTO survey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>As per Athena Swan PTO Directorate timeframes</td>
<td></td>
<td>Faculty of Health &amp; Life Sciences APVC RAI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty, and a Disability and wellbeing Advisor</td>
<td></td>
<td></td>
<td>contact and end date. This led to a revision in the policy so that research staff were exempt and they would 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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>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. Project RISE:</td>
<td></td>
<td>Faculty of Health &amp; Life Sciences APVC RAI</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>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: - 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. Based on the feedback of over 1,400 colleagues and following the RISE Green Paper [intranet access] approved by Senate in January 2022, RISE has developed proposals for: 1. A new contributions framework which adopts a new, rounded approach to research and impact assessment 2. Replacing the existing rating programme with new support and evaluation processes that separate REF output selection from evaluation as part of the PDR. The RISE websites provide detailed information about the ten proposals [intranet access]. Faculty of Health &amp; 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 with the Athena Swan timeframes. The focus for this survey will be obtaining further information about the knowledge and confidence in different policies, and will use the responses and engagement with CEDARS 2023 to promote &gt;10% participation rate. Feedback will be used to inform Faculty of Health &amp; Life Sciences Athena Swan applications and monitor awareness of key research staff related HR policies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Faculty of Health &amp; Life Sciences: A Research Support page has been created: <a href="https://www.liverpool.ac.uk/intro,to,Health,and,Life,sciences/isms/research,support">https://www.liverpool.ac.uk/intro,to,Health,and,Life,sciences/isms/research,support</a> [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. 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. The results from CEDARS 2023 to the following questions highlight our successful embedding of knowledge and confidence in these policies: To what extent do you agree you are treated fairly in relation to Maternity, paternity, adoption and parental leave? - 60% and 65% research staff strongly agree/agree, respectively (vs. 30% and 80% in 2021) To what extent do you agree with the statement, I am familiar with my institution’s mechanisms to report incidents of discrimination and bullying/haresment? - 67% of research staff strongly agree/agree for discrimination (vs. 63% in 2021) and bullying harassment (vs. 65% in 2021). Project RISE: A final consultation on these proposals was performed in January – March 2023 involving over 950 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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4
<table>
<thead>
<tr>
<th>Obligation</th>
<th>Action</th>
<th>Carried over from previous action plan?</th>
<th>Deadline</th>
<th>Responsibility</th>
<th>The targeted impact of the action (success measure)</th>
<th>Comments (optional)</th>
<th>Progress update</th>
<th>The actual impact of the action (reporting against the success measure)</th>
<th>Outcome (ongoing/Carried forward/further action)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECI6</td>
<td>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</td>
<td>Use of institutional data from the 2021 institutional staff survey and CEDARS to inform future support for researchers.</td>
<td>October 2023</td>
<td>Led by Faculty APVCs R&amp;I / HoDs/ Faculty of Health &amp; Life Sciences R&amp;I D in consultation</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECR1</td>
<td>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.</td>
<td>Scope and develop a pilot of a Researcher ‘buddying’ system.</td>
<td>February 2022</td>
<td>RSA</td>
<td>Personalised invitations sent to all new research staff on a monthly basis At least one member of the Academy to attend these monthly events and share information and answer questions about ongoing central research culture work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>RSA to lead monthly Welcome Chats and virtual coffees for new and current research staff across the institution</td>
<td></td>
<td>October 2022</td>
<td>RSA</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Examples of the success of these actions:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Examples of the impact (success) of this action include:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>RSA Buddy Scheme:</strong> 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. Feedback from the Buddy Scheme included over 80% of those who completed the survey from the third round of the scheme in February 2022, indicating they will continue to provide support for their peers. <strong>RSA Buddy Scheme:</strong> 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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moreover, during April and May 2022, 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:</td>
<td>“To offer technicians the opportunity to assess their current skills and plan for future professional development”</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- “To enable leaders and heads of departments to identify potential skills shortages in the future”</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- “To identify local areas of expertise and good practise for potential job shadowing, training and/or work experience”</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11% of the respondents to the survey has doctorates, and more insights into technical career pathways can be read here.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2022, we were the first university across the sector to introduce a comprehensive, dedicated promotion pathway for specialist (technical) staff 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.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obligation</td>
<td>Action</td>
<td>Carried over from previous action plan?</td>
<td>Responsibility</td>
<td>The targeted impact of the action (success measure)</td>
<td>Comments (optional)</td>
<td>Progress update</td>
<td>The actual impact of the action (reporting against the success measure)</td>
<td>Outcome (ongoing/forwarded further action)</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>----------------</td>
<td>----------------------------------------------------</td>
<td>---------------------</td>
<td>-----------------</td>
<td>-----------------------------------------------------------------------</td>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>supporting the outcomes of Project RISE</td>
<td>RSA / RISE Project Leads</td>
<td></td>
<td>RSA Buddy Scheme</td>
<td>attend each meeting, with between 5-15 research staff in attendance each month.</td>
<td>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.</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.**

- **ECI3**
  - RSA Annual Barbeque to be reinstated as a face-to-face activity.
  - July 2022
  - RASA
  - At least 30 researchers engaging in the day’s activities.
  - January 2023 and ongoing
  - The Academy
  - Increase the percentage of respondents reporting that they understand how to report and seek support to 50%, as measured by future RSA pulse survey.
  - December 2022
  - Faculty of Health & Life Sciences
  - APVC R&D
  - At least 5 peer Mental Health Wellbeing Ambassadors recruited to the scheme.
  - Faculty / 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 PDRAs engagement, and explore the opportunity for more bespoke Faculty-specific training.
  - September 2022
  - Faculty
  - APVCs RLU / Deans / HO/Ops
  - Track and improve engagement by 5% annually.

**Examples of the impact (success) of this action include:**

- RSA Annual BBQ
  - Forty-nine and 83 researchers engaged in the ‘Celebrating Researchers’ summer events in 2022 and 2023, respectively, with the events focusing on 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 researcher to celebrate their achievements – 41 and 48 researchers were nominated in 2022 and 2023, respectively – with all nominations published on the university website. 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 HE!.”
  - 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 promote 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”. Complete.

ECI4

**Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.**

- **ECI4**
  - Introduce a peer Mental Health wellbeing ambassador scheme for students and technicians using Wellcome ISSF funding to support dedicated EDI & Wellbeing post for co-ordinating.
  - At least 5 peer Mental Health Wellbeing Ambassadors recruited to the scheme.
  - RA
  - 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. At faculties promote the university mental health and wellbeing support service, Validum, and the Wellbeing Hub.

**Examples of how this action has been delivered are:**

- Faculty of Science and Engineering:
  - All chairs, secretaries and members of formal committees, boards and other groups and those colleagues responsible for submitting reports to these groups to complete EDI 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.
  - 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. At faculties promote the university mental health and wellbeing support service, Validum, and the Wellbeing Hub.

**Success was measured by assessing the engagement of researchers in training through CEDARS 2023 (compared with 2021).**

- 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). Complete.
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% of managers of researchers) See also ECI3.

Progress Overview:
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 toolkit is adaptable in content and scale for researchers in Faculty of Health & Life Sciences.

Progress Overview:
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.

There have been two cases studies and two separate blog posts published during 2022 which highlight flexible working examples:
- 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

Additionally, the Liverpool People magazine included case studies on hybrid working/hybrid hub.

Highlights from the published Researcher Case Studies include:
- 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.

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.

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.

ECI3
Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.

ECI3 (repeated in two sections: wellbeing and mental health + bullying and harassment)

ECM4
Ensure managers promote a healthy working environment that supports researchers’ wellbeing and mental health.

Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers.

ECM3
Ensures researchers take positive action towards maintaining their wellbeing and mental health.

ECR3
Ensure managers encourage reporting and addressing incidents of bullying and harassment.

ECR3 (repeated in three sections: wellbeing and mental health + bullying and harassment)
<table>
<thead>
<tr>
<th>ECRI4</th>
<th>Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to discrimination, harassment and bullying.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>November 2023 Faculty APVCs R&amp;D / Deans / HDDs / HoOps</td>
</tr>
<tr>
<td></td>
<td>Updated guidance produced (as necessary) for the University’s new Report+Support Tool</td>
</tr>
<tr>
<td></td>
<td>November 2023 The Academy</td>
</tr>
<tr>
<td></td>
<td>10% increase (based on current staff survey baseline of 75%) in the number of staff reporting that they are confident in reporting incidents of bullying/harassment if it happened to them.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 newsletter
  - 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 in annual sessions [intranet access]. Invitation email also signposts new starters to UoL’s report and support portal.

- Faculty of Science and Engineering:
  - 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.

**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.

**ECI2**

Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.

- See Actions ECI2, 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.

<table>
<thead>
<tr>
<th>ECIS / ECM2</th>
<th>Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Faculty Research Integrity Champions appointed to lead on this agenda, to explore the possibility of offering a suite of associated training including Introduction to Research Integrity for PDRAs and ECIs</td>
</tr>
<tr>
<td></td>
<td>Faculties to create School/Institute-specific policy documents for all research active staff in relation to</td>
</tr>
<tr>
<td></td>
<td>July 2022 Faculty APVCs R&amp;D / Deans / HDDs / HoOps</td>
</tr>
<tr>
<td></td>
<td>Quarterly progress reports to Faculty Management Team, the University Research Integrity Committee and the CSG.</td>
</tr>
<tr>
<td></td>
<td>September 2023 Faculty APVCs R&amp;D /</td>
</tr>
<tr>
<td></td>
<td>Updated Research Ethics and Integrity checklists for local</td>
</tr>
</tbody>
</table>

**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 2023.

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
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.

Enhance the provision of research ethics development and the structures and governance required to ensure effective practice. (Rolled over from previous Action Plan)

Faculty of Health & Life Sciences RAID to lead creation of Research Integrity Lead role at Faculty level.

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 which should enable a greater

December 2022

HoDs / Heads of School

Launch of a Research Ethics Handbook containing a wide variety of policy, guidance and procedural information

Faculty of Health & Life Sciences APVC R&I

February 2023

Launch of a Research Ethics Handbook containing a wide variety of policy, guidance and procedural information

January 2023

Faculty of Science and Engineering

Support Team

February 2023

Open Research: Launch of new Open Data Catalogue

May 2023

Open Research Support Team

inductions created and shared with 100% new to post research staff

Review the effectiveness of initial induction training to the FAIR principles (Findable, Accessible, Interoperable, Reusable) research staff

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. Research ethics workshops have been developed and delivered integrity training for all academic and non-academic colleagues tailored to career stage.

Research Ethics Office. These are actively promoted within faculties

Research Ethics Principles as part of their training in research integrity

Research Ethics and Integrity, and have developed checklists for staff inductions for the academic year 2023-24.

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.

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.

Research Ethics 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.

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 PGRs and ECRs and further focussing on training is ongoing.

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 leading 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.

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 bulletin.

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, Reusable).

that is robust, searchable and records raw data as well as recording how data is processed and manipulated.

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.

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).

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

 Faculty Newsletter
The aims of these obligations are to encourage all researchers to actively contribute to the development of policies driving positive change at their institution.

**Policy development**

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.

| ECR2 | Ensure researchers act in accordance with employer and funder policies related to research integrity. |
| ECR4 | Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct. |
| ECM3 | Ensure managers report and address incidents of poor research integrity. |

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 AP/FCs RLJ / Deans / HoDs / HoQs |
| February 2023 | RSA: The Academy |

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.

**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.

The inclusion of PDRAs 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.

**Concordat implementation:**
- Faculty of Science and Engineering:
  - 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.

**Examples of the impact (success) of this action include:**
- Current RSA Steering Committee membership (November 2020) 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).

**Completed**

**Concordat Working Group**

- The CSG incorporates the benchmark of the Concordat implementation 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.

**Concordat implementation:**
- Faculty of Science and Engineering:
  - There is a PDRA 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

**Completed**

**Concordat working Group**

- The university continues to ensure researcher who feed into a wider and more diverse pool development opportunities for research staff, which 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.

**Examples of the impact (success) of this action include:**
- Current RSA Steering Committee membership (November 2020) 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).

**Completed**

**Concordat Working Group**

- The CSG incorporates the benchmark of the Concordat implementation 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.

**Concordat implementation:**
- Faculty of Science and Engineering:
  - There is a PDRA 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

**Completed**
## Progress Overview:

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 outline 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:
- 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 equitable behaviour, and assesses the contribution made by the individual to improving EDI.

The recently launched University of Liverpool Research Fellowship 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.

### Examples of the impact (success) of this action include:

- Faculty of Science and Engineering:
  - 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.
- Faculty of Humanities and Social Sciences:
  - 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.

### Faculty of Health & Life Sciences:
- 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.

## Progress Overview:

### Progress Overview:

The RSC Steering Committee were consulted in relation to the RSE 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 RSC Steering Committee to obtain their feedback on the white paper, before it was submitted for approval from Senate.

**The RSC 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 RSC Steering Committee.

### Examples of the impact (success) of this action include:

- 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 RSC) for their promotion and professional development reviews
- Supporting People: Line management and supporting the development of unsatisfactory researchers consistent with discipline, with indicative expectations of helping others through mentoring, coaching and advising

### Completed
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, recognizing 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 RI/ 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.

Progress Overview:
Faculties have made significant progress in promoting and encouraging 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.

The Academy
The Researcher Blog and Case Studies includes examples of how research staff have used 10 days professional development, which are highlighted in the weekly RSA bulletin and on social media.

Examples of how this action has been progressed within faculties:
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.
- 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 newsletter and in the staff open meetings with individual institutes.

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 websites, faculty bulletins and on social media.

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.

Progress overview:
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.

Examples of how this action has been progressed within faculties:
Faculty of Health & Life Sciences:
- Faculty Management Office (FMO) has rolled out standardised job description templates 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.

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.

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

The Impact (success) of this action includes:
Increase of 5% (from 10% to 15%) research staff reporting using 10 or more days of professional development in CEDARS 2023.

Highlights from the published Researcher Blog include:

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 testing accreditation and then use this to develop his research, all as part of his 10 days of professional development.
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.

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.

Carried forward – PCDM4, 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.

Recognise and act on their role as key stakeholders within their institution and the wider academic community.

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.

Faculties to roll out new Faculty Recruitment Best Practice Guides to be adopted by all Schools/ Institutes across each Faculty.

December 2022 Faculty APVCs RI/ Deans / HoDs / HoOps / The Academy At least two case studies on successful research fellows published annually by Faculties.

Progress overview:
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.

Examples of how this action has been progressed within faculties:
Faculty of Health & Life Sciences:
- Faculty Management Office (FMO) has rolled out standardised job description templates 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.

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.

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

The Impact (success) of this action includes:
Increase of 5% (from 10% to 15%) research staff reporting using 10 or more days of professional development in CEDARS 2023.

Highlights from the published Researcher Blog include:

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 testing accreditation and then use this to develop his research, all as part of his 10 days of professional development.
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.

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.

Carried forward – PCDM4, 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.

Ensure open, transparent and inclusive selection and recruitment practices.

The Academy
The Researcher Blog and Case Studies includes examples of how research staff have used 10 days professional development, which are highlighted in the weekly RSA bulletin and on social media.

Examples of how this action has been progressed within faculties:
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.
- 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 newsletter and in the staff open meetings with individual institutes.

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 websites, faculty bulletins and on social media.

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.

Progress overview:
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.

Examples of how this action has been progressed within faculties:
Faculty of Health & Life Sciences:
- Faculty Management Office (FMO) has rolled out standardised job description templates 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.

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.

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

The Impact (success) of this action includes:
Increase of 5% (from 10% to 15%) research staff reporting using 10 or more days of professional development in CEDARS 2023.

Highlights from the published Researcher Blog include:

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 testing accreditation and then use this to develop his research, all as part of his 10 days of professional development.
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.

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.

Carried forward – PCDM4, 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.
The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression. 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.

- As part of the ongoing 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, complete new annual review guidance and development support ahead of October 2022. Staff feedback on experiences of annual review process reflects inclusive practices.

- As per Project RISE deliverables during 2022-2023, complete new annual review guidance and development support ahead of October 2022. Staff feedback on experiences of annual review process reflects inclusive practices.

- 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 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:

- Annual review guidance: A section has been added to all Annual Review applications for significant factors affecting wellbeing.

  - GUIDANCE WORDING - Impact of the Pandemic/
    - Significant factors affecting wellbeing

  - Applications 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)

  - GUIDANCE WORDING - Impact of the Pandemic/
    - Significant factors affecting wellbeing

  - Applications 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. Examples of how this action has been progressed within faculties:

  - Faculty of Humanities and Social Sciences:
    - Access to mentorship/research conversations (with someone other than PI, who conducts PDR)
    - Best practice / inclusivity of Reading Programme (revisions coming from RISE project)
    - Calibration exercises, gaining insight into how other institutions access research

- Faculty has a Liverpool Scientific podcast and researcher profile interviews that include ECRs and research fellows.

- The impact (success) of this action includes:

  - 130 completions of the Concordat module, with 60% individuals stating that it was very informative, highlighting: “It is good to be reminded of the university’s commitment to career development, my responsibility to plan >toadays of professional development for myself and my staff.”

  - “It was useful to understand the framework in which professional development for researchers is designed.”

- The impact (success) of this action includes: 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.

- OEDARS 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).

- 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.
The aims of these obligations are to ensure that researchers and their managers understand and act on their obligations and responsibilities.

**EM3**
Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.

See EM1 and EM2 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

**Progress Overview:**
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.

**EM1**
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
RSAs to organise at least one Lunch and Learn session with colleagues from the RSO in relation to funder requirements.

**Progress Overview:**
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.

In 2022 and 2023, sessions organised with colleagues from the RSO included: ‘Pitfalls at Pre-award’, ‘Narrative CV’, and ‘Project HORTICULTURE: new tools, researchers need to know about’. These sessions, and other development opportunities are highlighted in the RSA weekly e-bulletin and monthly welcome emails.

**ER1**
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

See PCIDI for institutional plans to formally submit a business case for the purchase and

April 2022
Faculty/APvCs/RIs/D Deans/ HoDs/RSA
RSAs weekly e-bulletins to develop a #DidYouKnow section and each week share a link to useful University policies, processes and development activity guidance.

**Progress Overview:**
RSAs 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.

**ER2**
Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.

See PCIDI for institutional plans to formally submit a business case for the purchase and

April 2022
Faculty/APvCs/RIs/D Deans/ HoDs/RSA
RSAs weekly e-bulletins to develop a #DidYouKnow section and each week share a link to useful University policies, processes and development activity guidance.

**Progress Overview:**
RSAs weekly e-bulletins continue 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.

- 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

**Faculty of Health & Life Sciences:**
- Concordat working group led 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.

**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 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.

- 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.
The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews.

### People management

The University has released a revised Statement of expectations for research staff and principal investigators 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 NPD21 website here.

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.

| Implementation of a Learning Experience Platform to SLT | The RSA implemented a rotating information process for the MeetYouKnow 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.
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. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- 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.  - Faculty of Health &amp; Life Sciences R&amp;I Directorate to introduce Staff Review and Development Groups in all institutes</td>
<td>The Academy</td>
</tr>
<tr>
<td>December 2022</td>
<td>Faculty Boards / HoDs / HoC/ops: The Academy</td>
</tr>
<tr>
<td>December 2022</td>
<td>At least 6 research staff participants annually across the institution in the ILM certified Management Essentials programme</td>
</tr>
<tr>
<td>From January 2022</td>
<td>The Academy</td>
</tr>
<tr>
<td>September 2022</td>
<td>- At least 20 participants annually across the institution in the Project Management Qualifications</td>
</tr>
<tr>
<td></td>
<td>- Research leaders and senior staff who support research activity applying for new ILM Level 5 Coaching Programme</td>
</tr>
<tr>
<td></td>
<td>Faculty of Health &amp; Life Sciences AP/C R&amp;I</td>
</tr>
<tr>
<td></td>
<td>- At least 3 new Staff Review and Development Groups introduced in Faculty of Health &amp; Life Sciences</td>
</tr>
<tr>
<td></td>
<td>The Academy</td>
</tr>
</tbody>
</table>
| | Progress Overview: 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.
Examples of how this action has been progressed within faculties: The EMBO Scientific Leadership programme was delivered in all faculties with the following attendance: 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. EMBO approves 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. |
| | The Academy: 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.
Staff Review and Development Groups (SRDG): 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. |
| | Staff Review and Development Groups (SRDG): 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. |
| | The impact (success) of this action includes: 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 Management’s Community of Practice to support and enhance their practice. Feedback from this includes: "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." Project Management Qualifications: 124 participants across the institution, including 35 from Academic/Research departments ILM Coaching Programme: 37 senior research leaders applied for this programme. Feedback from the EMBO course includes: "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 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 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." |

### Progress Overview:

- Faculty of Health & Life Sciences: 18 participants in 2022 and 2023, respectively. Feedback from 203 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.
- EMBO approves 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.

<table>
<thead>
<tr>
<th>December 2022</th>
<th>Faculty Boards / HoDs / HoC/ops: The Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2022</td>
<td>At least 6 research staff participants annually across the institution in the ILM certified Management Essentials programme</td>
</tr>
<tr>
<td>From January 2022</td>
<td>The Academy</td>
</tr>
<tr>
<td>September 2022</td>
<td>- At least 20 participants annually across the institution in the Project Management Qualifications</td>
</tr>
<tr>
<td></td>
<td>- Research leaders and senior staff who support research activity applying for new ILM Level 5 Coaching Programme</td>
</tr>
<tr>
<td></td>
<td>Faculty of Health &amp; Life Sciences AP/C R&amp;I</td>
</tr>
<tr>
<td></td>
<td>- At least 3 new Staff Review and Development Groups introduced in Faculty of Health &amp; Life Sciences</td>
</tr>
<tr>
<td></td>
<td>The Academy</td>
</tr>
</tbody>
</table>
| | Progress Overview: 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.
Examples of how this action has been progressed within faculties: The EMBO Scientific Leadership programme was delivered in all faculties with the following attendance: Faculty of Health & Life Sciences: 18 participants in 2022 and 2023, respectively. Feedback from 203 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. EMBO approves 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. |
| | The Academy: 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.
Staff Review and Development Groups (SRDG): 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. |
| | The impact (success) of this action includes: 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 Management’s Community of Practice to support and enhance their practice. Feedback from this includes: "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." Project Management Qualifications: 124 participants across the institution, including 35 from Academic/Research departments ILM Coaching Programme: 37 senior research leaders applied for this programme. Feedback from the EMBO course includes: "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 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 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." |

### People management

The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews.

- 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.
- Faculty of Health & Life Sciences R&I Directorate to introduce Staff Review and Development Groups in all institutes

| E14 | Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent. |

*last updated in July 2023*
Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation.

**EM1**

Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfill their duty of care.

**EM1**

- S&N New Annual Leadership Programme for Senior PDRAs / Research Co-ordinators. The programme involves supervisory training and covers their duty of care.
- Offer 'contextualised leadership' development, including a focus on researcher leadership, at institutional level

**May 2022**

- SME Faculty APyC R&I
- The Academy

- At least 10 PDRAs (building on current benchmark) trained

**May 2023**

- Initial cohort of 15 research leaders / research support loads engaged in contextualised development offer

**Progress Overview:**

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.

**Examples of how these actions have been progressed:**

- Faculty of Science and Engineering: The School of Physical Sciences Research Co-ordinator’s Leadership Programme - Annual course last ran 5th Jan 2023. This year, the university is offering a new Annual Course that will be open to all managers of researchers across the institution, including engaged in 'contextualised leadership' development and covering their duty of care.

**The impact (success) of this action includes:**

- Research Coordinators Leadership Programme - 12 x Senior PDRAs/ Research Co-ordinators completed the course.
- 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

**EIS**

Faculty 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.

**EIS**

- May 2023 (as part of CEDARS Limeine)
- Faculty APyC R&I / Deans / HOs/ The Academy

- At least 70% of research staff (building on current benchmark of 65%) reporting positive PDR experiences

**Progress Overview:**

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 EIS, 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.

1. Supporting people

- 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?

2. Knowledge generation

- What outputs and grant applications do you have in the pipeline? What is your longer term trajectory in terms of research income and outputs?

3. Knowledge exchange or research environment

- 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 beyond your area?

**Examples of how this action has been progressed within faculties:**

- Faculty of Humanities and Social Sciences:
  - The registration link for the PDR session, video recordings and resources are highlighted in the ECR newsletter.
  - Faculty of Health & 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.

- Faculty of Science and Engineering:
  - Research Co-ordinator’s Leadership Programme is an Annual Course that was last ran on 5th January 2023. This course includes topics on how to have effective appraisals and difficult conversations. A cohort 12 x Research Co-ordinators completed the course.

- The university 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.

- Faculty of Science and Engineering:
  - Researchers Lead, which outlines the commitment to Concordat Principles 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.

**The impact (success) of this action includes:**

- There has been no change in the % research staff who found their appraisal useful; however, 85% managers of researcher are confident/confidently 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).

- 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.

To reflect this trend in the institution, we have adapted this action within the ‘Career Development reviews’ section of the January 2024-January 2027 Action Plan.

**Adapted in the forward action plan – see PC02.**
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

<table>
<thead>
<tr>
<th>Faculties to</th>
<th>September 2023</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>2023</td>
<td>Faculty</td>
<td>A/PvCs R&amp;I / Deans / HoD/ HoOps</td>
</tr>
</tbody>
</table>

- Review at Faculty level of the challenges and opportunities identified through performance review and benchmarks established for future areas of focus.

Progress Overview:

- 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.

Examples of how this action has been progressed within faculties:

- Faculty of Science and Engineering:
  - Schools within the faculty regularly review the completion of annual PDRs and target emails to groups where there are high incompletion rates. Training and development needs are reviewed via local feedback, and the appropriate resources and videos to support effective completion are shared through newsletters.

- Faculty of Health & Life Sciences:
  - 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 Hallbron and other Academy courses, which are encouraged in PDRs.

- Faculty of Humanities and Social Sciences:
  - 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 e.g. https://prosper.liverpool.ac.uk/manager-of-researchers-resources/boosting-postdoc-career-development/career-conversations

The impact (success) of this action includes:

- 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).
Professional and Career Development

The aim of this obligation is to improve the job security of researchers.

Job security

The aim of this obligation is to improve the job security of researchers.

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.

Professional and Career Development

Championing professional development

The aim of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.

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 reassuring 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.

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.

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.

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.

Progress Overview:

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 E6 for more details).

The RSA runs an annual ‘Getting the most out of your PDR session’, with approximately 20 attendees and 40 annual viewers 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.

For 2022, the PDR completion rate for research staff was 88% (increased from 85%).

The impact (success) of this action includes:

- 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.
- 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).

Ongoing action:

- Faculty APVCs R&I / Deans / HoDs / HoOs
  - Faculty Forums (or Faculty RIC, depending on local context) to produce a checklist of professional development activities to be used by line managers in regular career discussions and as part of PDRs.
  - At least two case studies published by each Faculty annually on how staff have used their 10 days and successful outcomes.

- June 2023

- July 2022

- The impact (success) of this action includes:

  - The Development Activity Guidance page has seen 476 hits from 2022-23.

  - Highlights from Researcher Case Studies include:

    - Career Development Award allowed to pursue my wine chemistry dreams: Dr Filip Szczyzynski (Department of Chemistry) shares how he received a Career Development Award and was supported in his department to obtain wine testing accreditation and then use this to develop his research, all as part of his 10 days of professional development.

    - 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.

    - 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.
Career development reviews

<table>
<thead>
<tr>
<th>PCD16</th>
<th>Monitor, and report on, the engagement of researchers and their managers with professional development activities.</th>
<th>March 2023</th>
<th>The Academy</th>
<th>Progress Overview: The business case for the purchase and implementation of a Learning Experience Platform to SLT</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCDM 3</td>
<td>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.</td>
<td></td>
<td>See ER4, ER6 and PCD1 in relation to allocation, usage and evaluation of the uptake of 10 development days by research staff at Liverpool</td>
<td></td>
</tr>
<tr>
<td>PCD18</td>
<td>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.</td>
<td>July 2023</td>
<td>Prosper</td>
<td>Progress Overview: 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. This portal was redeveloped and launched to the University of Liverpool, University of Manchester and Lancaster University in 2020 to September 2022. 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/assistant orientation. We also held user experience sessions with cohort members and all postdocs during the redevelop process.</td>
</tr>
</tbody>
</table>

**Faculty of Humanities and Social Sciences:**
- This faculty has developed a to-be structure, with roles and responsibilities for both taking forward the specific ECR agenda and 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.

**Faculty of Health & Life Sciences:**
- 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.

**The impact (success) of this action includes:**
- 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).
### The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.

**PCDI3**
- 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. AndEI4 for actions in relation to managers of researchers' engagement with external and centrally available opportunities to develop broader leadership skills.
  - July 2023

**PCDI2**
- Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.

**PCDI6**
- Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.
  - (PCDM repeated in two sections: championing professional development + career development reviews)
  - See PCDG and EIS in relation to career development discussions and annual reviews.

**PCDM 1**
- Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.
  - See PCDG and EIS in relation to career development discussions and annual reviews.

**PCDRI4**
- Researchers positively engage in career development reviews with their managers.
  - See PCDG 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.

<table>
<thead>
<tr>
<th>PCDO3</th>
<th>Faculty of Humanities and Social Sciences to build on Faculty of Health and Life Sciences’s successful tenure track scheme by exploring retention and development opportunities across faculty for staff nearing end of contract on fixed term positions.</th>
<th>July 2022</th>
<th>Faculty of Humanities and Social Sciences Faculty APVC &amp; R&amp;I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Development of a Fellowship resource portal within the Researcher Hub. Faculty of Health &amp; Life Sciences Hub for Fellowship opportunities available to be made searchable by research career stage</td>
<td>November 2023</td>
<td>The Academy</td>
</tr>
<tr>
<td></td>
<td>See additionally PCDM2 and PCDM3 for actions related to researchers’ support in exploring and preparing for a diversity of careers and use of the 10 development days.</td>
<td>February 2023</td>
<td>Faculty of Health &amp; Life Sciences R&amp;I</td>
</tr>
<tr>
<td></td>
<td>- 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- At least 100 hits on the Fellowship portal in the first year following launch</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- At least 50 hits on the Faculty of Health &amp; Life Sciences Fellowship opportunities pages</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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 roles 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 successful 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 to the tailored support process that has been developed for this scheme and other post-doctoral fellowships.
  - ECRIs are directed to internal funding support including *internal pump priming schemes* ([intranet access](https://example.com)).
  - 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., Univeer 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 encourage other research staff to take up these opportunities.
- Selected examples include:
  - Round 1 AHRC Impact Accelerator Account: PORA Jacky Waldock was named Co-I on the funded project: Examining the impact of Liverpool Philharmonic's Music and Mental Health NHS programme
  - 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: "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 (ACD), School (KCL) 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
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. See ER 3 for additional action points.

Researchers maintain an up-to-date development plan and hold a portfolio of evidence demonstrating their experience, that can be used to support job applications.

Faculty of Health and Life Sciences

The Health and Life Sciences faculty job 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.

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 Returns fund

The Academy Fellowship portal was launched on 30th October 2020 and is updated regularly. The guidance explicitly reminds PIs of their responsibility to discuss development days with 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.

PCDR3

In line with committee timelines, the PDR season to encourage discussion and the use of a PDP was directed PDPs and Career Planning to develop understanding of the foundations of teaching in HE. Those who complete this course are encouraged to reflect on their self.

Progress Overview:

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.

Examples of how this action has been progressed within faculties:

Faculty of Humanities and Social Sciences:

Mid-career development sessions were conducted Sept 2022 that included a discussion about taking advantage of the PDP.

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 rules and information specific for managers of researchers. The Institute of Population Health has produced a “PDR guidance document”, with input from the Contact Researchers Lead, which outlines the commitment to Concord Principles. The guidance is available on the intranet desk and highlights the rules and information specific for managers of researchers.

The PDR protocol is circulated to all staff via the IPH intranet.

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.

The impact (success) of this action includes:

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.

Examples of podcast themes include:

- Creating a sustainable approach to change with Dominic Ventris, Emma Carter-Brown and Jennifer Davies
- 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 taking to non-academic partners about your research to enable business and industry collaboration.

How can we identify the blind spots in EDI efforts, to more effectively support academics sitting at the intersection of minority identities?
that colleagues share about their own personal and professional development.

Development Guidance
The Academy Development Guidance Page has 476 hits in 2022-23 and includes resources on:
- 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
- Engaging 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

The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities.
<table>
<thead>
<tr>
<th>Date</th>
<th>Faculty</th>
<th>Action</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2022</td>
<td>Faculty AP/Co RJs &amp; Deans / HoDs / HoDs</td>
<td>- At least 100 PDRA engaged in research impact development activities across the university</td>
<td>The Faculty AP/Co RJs &amp; Deans / HoDs / HoDs have provided at least 100 PDRA opportunities for researchers to develop their broader leadership skills. This includes the &quot;Making an Impact&quot; programme, 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; 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; Mastering complex research projects; How to enthuse your key stakeholders for impact. This was run by the &quot;Academy of Living and Learning&quot; until 2023.</td>
</tr>
<tr>
<td>October 2022</td>
<td>The Academy</td>
<td>- Launch the 'Academy on Demand' online portal with clearly themed resources for researchers and research leaders</td>
<td>The Academy launched the &quot;Academy on Demand&quot; online portal with clearly themed resources for researchers and research leaders. This portal provides researchers with opportunities, and helps them to develop their research identity and broader leadership skills.</td>
</tr>
<tr>
<td>December 2023</td>
<td>The Academy/ Technician Commitment Steering Group</td>
<td>- A 20% increase in technicians engaging in leadership development.</td>
<td>The Academy/ Technician Commitment Steering Group reported a 20% increase in technicians engaging in leadership development. This was the first year that this programme ran, so engagement will be assessed again in 2024.</td>
</tr>
</tbody>
</table>

**PCD4**

<table>
<thead>
<tr>
<th>Date</th>
<th>Faculty</th>
<th>Action</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The impact (success) of this action includes:</td>
<td>There were &gt;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.</td>
</tr>
</tbody>
</table>

**Successful Technicians Case Studies**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eighteen technical staff have successfully applied for the Technicians Development Fund (£15,000 awarded), with examples of funding including: Attendance to conferences; Attendance on Leadership Training; Training sessions for technical skills development.</td>
<td>The impact (success) of this action includes: There were &gt;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.</td>
</tr>
</tbody>
</table>

**Attendance on Leadership and Management courses**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 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.</td>
<td>The impact (success) of this action includes: There were &gt;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.</td>
</tr>
<tr>
<td>- 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.</td>
<td>The impact (success) of this action includes: There were &gt;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.</td>
</tr>
</tbody>
</table>

**Progress Overview**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Faculty/ 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 &amp; Exploring the Frontiers Pitching Event and &quot;Prosper Post Doc Workshop.&quot;</td>
<td>The impact (success) of this action includes: There were &gt;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.</td>
</tr>
</tbody>
</table>

**Faculty of Health and Life Sciences**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>The NE配方P &amp; Exploring the Frontiers Pitching Event and &quot;Prosper Post Doc Workshop.&quot;</td>
<td>The impact (success) of this action includes: There were &gt;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.</td>
</tr>
</tbody>
</table>

**Academy On Demand**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>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: For all staff; Academic staff; Leaders and managers; Researchers / research-related staff.</td>
<td>The impact (success) of this action includes: There were &gt;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.</td>
</tr>
</tbody>
</table>

**Highlighted online learning resources, of the 200+ that are included on the Academy On Demand Portal [intranet access] (with examples)**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Leadership and Change tools; Coaching Hub; Effective Leadership online learning pages.</td>
<td>The impact (success) of this action includes: There were &gt;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.</td>
</tr>
<tr>
<td>PCDM 4</td>
<td>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.</td>
</tr>
<tr>
<td>---------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>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.</td>
<td>February 2022</td>
</tr>
<tr>
<td>Prosper Team, PI Steering Group</td>
<td>- A review of the Prosper PI network to inform next steps of the development of the PI network.</td>
</tr>
<tr>
<td></td>
<td>- All PI development resources to be hosted on the Prosper portal and will be available to the sector at project roll out</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PCDM 5</th>
<th>Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a ‘contextualised leadership’ offer that provides high quality opportunities for research leaders to engage in targeted development alongside their peers.</td>
<td>May 2023</td>
</tr>
<tr>
<td></td>
<td>- First cross-disciplinary cohort of minimum 10 research leaders engaged in enhancing their practice.</td>
</tr>
<tr>
<td></td>
<td>- A minimum of 5 appropriate level staff applying for the next iteration of the Heilbron Leadership Programme.</td>
</tr>
<tr>
<td>See also PCDM 4 in relation to PI network activities.</td>
<td>January 2023</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PCDSR</th>
<th>Seek out, and engage with, opportunities to develop their research identity and broader leadership skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>April 2022</td>
</tr>
<tr>
<td></td>
<td>- At least two blogposts annually on the Researcher Hub through which researchers share their learnings and experiences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Progress Overview:</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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 resource: <a href="https://prosper.liverpool.ac.uk/manager-of-researchers/resources/how-to-use-prosper">https://prosper.liverpool.ac.uk/manager-of-researchers/resources/how-to-use-prosper</a> PI network events and eager to touch on feedback.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The impact (success) of this action includes:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>See ‘Example of Effective Practice’ for more information on the impact of this network.</td>
</tr>
<tr>
<td></td>
<td>New Prosper portal launched in September 2023 and includes a suite of PI resources. (Soft launch was in July 2023).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The impact (success) of this action includes:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Collectives Leadership@Liverpool:</td>
</tr>
<tr>
<td></td>
<td>- 24 leaders were successful on the programme, including six research leaders, three technical pathway leaders, and five research-related leaders</td>
</tr>
<tr>
<td></td>
<td>- 43 additional research leaders attended the research-themed masterclasses that were open to all researchers across the university</td>
</tr>
<tr>
<td></td>
<td>Heilbron Leadership Programme in 2023 includes 12 research leaders, such as:</td>
</tr>
<tr>
<td></td>
<td>- Two Heads of Department</td>
</tr>
<tr>
<td></td>
<td>- Three Research Lead/Group Leaders</td>
</tr>
<tr>
<td></td>
<td>- Two Professors and two Readers</td>
</tr>
<tr>
<td></td>
<td>- Four Senior Lecturers</td>
</tr>
<tr>
<td></td>
<td>- One Senior Research Fellow</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The impact (success) of this action includes:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The National Postdoc Conference and other RS conference session recordings continue to receive &gt;300 hits annually, highlighting the value of the recorded resources.</td>
</tr>
<tr>
<td></td>
<td>The Research Staff Association design and organise the Annual Research Staff Conference. The December 2022 Conference had 141 registrations. Sessions during this conference included:</td>
</tr>
</tbody>
</table>

---

**Completed**
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 academia.

**The cross-Faculty Broadening Horizons Mentoring scheme funded by Wellcome Trust for research staff interested in translational science.**

- Recognise that moving between, and working across, employment settings provides benefits to research and researchers, and future opportunities for researchers to experience this.

**July 2022**

- The Academy/ Faculty of Health & Life Sciences R&D
- At least 5 research staff engaging with a mentor from industry

**Progress Overview:**

The University participated in the *Wellcome Broadening Horizons* Scheme for two years (2020 and 2021), with 10 researchers (9 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. This is done 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 mentees and 69% of mentors were either "satisfied" or "extremely satisfied" with programme information and resources.

Feedback on what the mentees have gained from the programme included:

- "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."

Further feedback about the topics discussed included:

- "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."

- "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."

**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.**

**The Correlation 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 conference had 112 registrations.

**Reference**

- 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 RIS Conference took place on 30th November with the theme: *Merseyvision: Empowering research visionaries*

**How to identify, define and enact your vision in the changing world**

- Sessions to help them get the most out of the mentoring
- Providing self-routing 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.

**PCDI5**

**December 2022**

- RISA 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.

**The impact (success) of this action includes:**

- 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 RIS Conference took place on 30th November with the theme: *Merseyvision: Empowering research visionaries*

**How to identify, define and enact your vision in the changing world**

- Sessions to help them get the most out of the mentoring
- Providing self-routing 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.

**PCCM 2**

- At least 5 research staff engaging with a mentor from industry

**Progress Overview:**

Prosper Project will provide a renewed development model, portal and associated suite of resources to allow postdocs to explore and plan diverse career pathways. The portal resources will be evaluated and developed by a mix of focus groups and by usage by those on the cohort.

Participants will be monitored throughout the programme, including mandatory reflective journal entries, attendance at

- At least 80% of the postdocs surveyed indicate a

**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 academia, with nearly three quarters (73%) having 3 to 10 years of experience in industry.

- At least 5 research staff engaging with a mentor from industry

**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 Correlation 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.
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.

**PCDR2**

Researchers consider the experience of participating in the cohort.

<table>
<thead>
<tr>
<th>PCDR2</th>
<th>Researchers will continue to work with an increasingly engaged cohort of employers to continuously improve materials and resources linked to careers beyond academia.</th>
</tr>
</thead>
</table>

**Faculty of Health and Life Sciences Partnerships**

<table>
<thead>
<tr>
<th>PCDR6</th>
<th>PDRAs to have access to the new LIV-SRF Voucher Scheme which is designed to fund small pump primed projects that have the potential to develop new areas of research by offsetting the costs of accessing our Shared Research Facilities (SRFs).</th>
</tr>
</thead>
</table>

### March 2023

**Prosper Team**

- At least 140 individuals associated with >90 employers engaged in Prosper

**November 2023**

**Faculty of Health & Life Sciences APV C R&D**

- At least one strategic partnership initiative

### 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 10-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 Immerit and Big 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 150 employers to co-create resources and engagement for cohort.

**Fellowship Strategy Group:**

This group is working with the Research and Impact Lead to coordinate Welcome-funded research exchange visits that will enable ECfRs to visit other overseas labs to develop new skills / experiences.

### 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 2022 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 31 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 run with Liverpool alumni currently engaged in public engagement evaluation and the discussions helped people talk about the relevant usefulness of some key methods.**

**“It was absolutely fantastic. The use of relatable metaphors/similes was brilliant. The outline was also helpful in weaving it all together. Thank you.”**

**“A very informative presentation. Lots of good examples. The presenter was very friendly and knowledgeable.”**

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.”

The impact (success) of this action includes:

- Annual Making an Impact series has >800 registrations annually each year.
- >6 sessions run with Liverpool alumni currently engaged in public engagement evaluation and the discussions helped people talk about the relevant usefulness of some key methods.
- “It was absolutely fantastic. The use of relatable metaphors/similes was brilliant. The outline was also helpful in weaving it all together. Thank you.”
- “A very informative presentation. Lots of good examples. The presenter was very friendly and knowledgeable.”

**LIV-SRF scheme example of impact:**

Dr Roger Klassen, Post-Doctorate Research Associate from the Institute of Health and Life Sciences Roger was awarded a vouchuer 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/intnrgt/health-and-life-sciences/heydr-fellowship-exchange-programs/voucher-scheme/](https://www.liverpool.ac.uk/intnrgt/health-and-life-sciences/heydr-fellowship-exchange-programs/voucher-scheme/) ([Internet access]). He discussed the application process, the
* The Researcher Development Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g. postdoctoral researchers, research fellows, research assistants. The Researcher Development Concordat encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers, staff on teaching and research, or teaching contracts; clinicians; professional support staff; technicians.

<table>
<thead>
<tr>
<th>Further hyperlinks and supplementary information</th>
<th>Abbreviations and glossary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Liverpool's HR Excellence in Research page</td>
<td>APVCs R&amp;I</td>
</tr>
<tr>
<td>2. Liverpool's UK Concordat annual reporting signatory page.</td>
<td>CEDARS</td>
</tr>
<tr>
<td>3. Strategy 2031</td>
<td>CSG</td>
</tr>
<tr>
<td>4. Employee Value Proposition [Intranet access]</td>
<td>EDI</td>
</tr>
<tr>
<td>5. Concordat Steering Group (CSG)</td>
<td>FLTHE</td>
</tr>
<tr>
<td>6. Terms of Reference</td>
<td>FSE</td>
</tr>
<tr>
<td>7. Research Staff Association (UoL RSA)</td>
<td>HE</td>
</tr>
<tr>
<td>8. Research and Impact Committee</td>
<td>HR</td>
</tr>
<tr>
<td>9. University Council</td>
<td>HEIF</td>
</tr>
<tr>
<td>10. Finance and Resources Committee</td>
<td>HLS R&amp;I D</td>
</tr>
<tr>
<td>11. Staff</td>
<td>HSS</td>
</tr>
<tr>
<td>12. CEDARS Steering Group</td>
<td>ID</td>
</tr>
<tr>
<td>13. Russell Group</td>
<td>PCGAP</td>
</tr>
<tr>
<td>14. UK Research Partnership</td>
<td>PDP</td>
</tr>
<tr>
<td>15. European Educational Research Association</td>
<td>PDR</td>
</tr>
<tr>
<td>16. UKRSA</td>
<td>PDRA</td>
</tr>
<tr>
<td>17. Prosper Futures.</td>
<td>Pis</td>
</tr>
<tr>
<td>18. Co-Creating the Researcher Development Concordat: Initiatives at Liverpool</td>
<td>Project RISE</td>
</tr>
<tr>
<td>19. RSA Buddy Scheme</td>
<td>PVC R&amp;I</td>
</tr>
<tr>
<td>20. What does the Concordat mean for me?</td>
<td>RIC</td>
</tr>
<tr>
<td>21. Module on The Researcher Development Concordat</td>
<td>RISE</td>
</tr>
<tr>
<td>22. RSA annual report</td>
<td>RPI</td>
</tr>
<tr>
<td>23. Researcher Hub blog</td>
<td>RSA</td>
</tr>
<tr>
<td>24. RSA Steering Committee</td>
<td>RSO</td>
</tr>
<tr>
<td>25. Athena Swan Committee</td>
<td>SLT</td>
</tr>
<tr>
<td>26. Technician Committee</td>
<td>SRFs</td>
</tr>
<tr>
<td>27. Race Equality Charter</td>
<td>The Academy</td>
</tr>
<tr>
<td>28. Open Research Leadership Group</td>
<td>TTF</td>
</tr>
<tr>
<td>29. Prosper</td>
<td>ULTRA</td>
</tr>
<tr>
<td>30. Making an Impact Series</td>
<td>UoL RSA</td>
</tr>
<tr>
<td>31. KE Concordat platform</td>
<td>Celebrating Researchers summer event</td>
</tr>
<tr>
<td>32. Project RISE [Intranet access]</td>
<td>Researcher Blog</td>
</tr>
<tr>
<td>33. Project RISE</td>
<td>Prospect</td>
</tr>
<tr>
<td>34. Researcher Blog</td>
<td>Prosper pilot cohorts</td>
</tr>
</tbody>
</table>