The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad awareness and engagement.

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

### The institutional audience* for this action plan includes:

<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>1440</td>
<td>At the University of Liverpool, we have 920 staff on research only contracts and 550 PIs who are in receipt of grants. Staff on research-only contracts consist primary of those early in their research career. They play a vital role in the development of creative and life changing research and are considered an important asset to the university’s culture and environment. PIs/Research Managers are also key beneficiaries of the RD Concordat. They provide steer and direction for the research activity and are role models to the postdoctoral researchers/associates and research fellows who work with them.</td>
</tr>
<tr>
<td>Postgraduate researchers</td>
<td>N/A</td>
<td>PDGs 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 receipts of grants.</td>
</tr>
<tr>
<td>Teaching-only staff</td>
<td>N/A</td>
<td>The University of Liverpool is a signatory to the Technician Commitment, which seques with the Concordat’s support for the diversity of staff roles engaged in delivering or supporting high-quality research.</td>
</tr>
<tr>
<td>Technicians</td>
<td>660</td>
<td></td>
</tr>
<tr>
<td>Clinicians</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Professional support staff</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Other (provide numbers and details):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The primary beneficiaries of the Researcher Development Concordat at the University of Liverpool are those employed to conduct research - particularly those early in their career, including postdoctoral researchers, research associates, research assistants, early career research and tenure track fellows. However, as indicated above, we recognise that the benefits of the Researcher Development Concordat activities extend to other groups of individuals who actively engage in research within the University and who are expected to develop their research identity as part of their career progression. These include staff on teaching and research or teaching-only contracts, research-related professional support staff and technicians whom we include in representation on the University’s Concordat Steering Group.

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**Obligation**

Ensure all relevant staff are aware of the Concordat.

**Action**

Faculties will continue to promote and raise awareness via staff briefings, post-REF discussions, relevant committee meetings, webpages, induction materials, PDGs and relevant events. We have drafted a standard slide deck providing information on the Concordat and the Statement of Expectations. Central and locally available support and resources will also be signposted, including the new Academy module. Associated success.

**Carried over from previous action plan?**

No

**Deadline**

- May 2023 (in line with CEDARS timeline)
- July 2022
- November 2022

**Responsibility**

- Faculty APVCs PVC R&I / Deans / HDs / HDosp
- The Academy
- The Academy

**The targeted impact of the action (success measure)**

- At least 40% of research staff reporting an awareness of the Concordat
- At least 100 unique hits on the Researcher Development Concordat module.

**Comments (optional)**

Faculty of Health and Life Sciences update: The Research and Impact Directorate has instigated a Faculty-wide working group to review induction practices. This includes an objective to ensure Concordat (including concordat module) and Statement of Expectations are embedded in researcher and academic inductions. Targeted surveys and meetings have taken place, with proposals and recommendations to progress through HLS committees for sign off in late autumn/ early winter 2022. Concordat module added to HLS R&D Hub. Additionally, the Faculty are looking into PDR training options and level of awareness and embedding links through the R&I Support Hub. In terms of the appointment of Concordat Champions:
Early 2022
The Academy
- At least 4 workshops with CDU 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.

June 2023
Faculty APVCs / RAs / Deans / HoDs / HoOps
- At least 2 Concordat Champions appointed across each Faculty reporting to relevant School/Faculty Management teams.

October 2022 and then as per each Faculty’s internal planning cycle.
Research and Impact Strategy Team / Faculty APVCs / RAs / Deans / HoDs
- Best practice feedback summarised by RIS and Faculties review built into respective Faculties’ planning cycles.

September 2023
HR
- 100% of research job descriptions include information about the University’s commitment to the Concordat.

No
Faculty APVCs / RAs / Deans / HoDs / HoOps / RSA
- 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.

February 2022
The Academy
- Recruitment of new roles; Head of Diversity and Equality, a Race Equality Officer, and a Disability and Wellbeing Advisor.

As per Project RISE delivery during 2021-2022
Project RISE Leads
- Report to SLT a developed understanding of the differentiated impact of the pandemic upon individuals and communities within our research population and initiate concrete processes to encourage greater inclusivity within research leadership.

As per Athena Swan PTO Directorates timelines
HLS APVC RAI
- 10% participation rate in the pilot PTO survey

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HLS APVC RAI
- 10% participation rate in the pilot PTO survey

- 1) MIST has a concordat working group that convenes throughout the academic cycle, this comprises colleagues in senior positions such as HoOps, R&D Lead, EDI Lead, Deputy Exec Dean, MISTL, Postdoc Society Reps.
   - 2) MIST has a concordat working group with tasks and deliverables that they are working towards.
   - 3) IPH is in the process setting up a contract researchers committee. New committee will report to IPH's R&I Committee

With regard to job descriptions, HLS has introduced standardised job description templates adopted across all areas. Paragraph on the Concordat included as follows. The Faculty is committed to fostering the personal and professional development of its research staff through offering an optimal research environment and is signed up to The Concordat to Support the Career Development of Researchers.

Faculty of Humanities and Social Sciences update: The SOFA held a Concordat event with their ECR network on 9th March 2022, as a result of that event, a Concordat Champion in that School was appointed. Updates from other Schools in the Faculty include:
- SLSJ Research Governance Lead appointed to lead on Research Ethics, Integrity and Concordat
- SoTA considering similar model
- HSS Faculty level Concordat Group to bring reps/champions together.
- Concordat model highlighted in FMT and ADP meetings.
- Appointing Concordat Champions (upward).
- Concordat mentioned in ECR and researcher support in 2021 REF Environment Statements and will feature as a key commitment mentioned in 2022 REF submission.

Faculty of Science and Engineering update: School research leads are under the role of Concordat Champions. This is being embedded into the role descriptor for the school research leads. They will report progress quarterly into the Faculty Research and Impact Committee and annual into the Faculty Management Team. Nominated PIs colleague in each school will support the Concordat Champions, either research team leader or Head of Operations, in particular with progress reports.

University of Liverpool Research Staff Association update: In May 2022, the RSA facilitated a Lunch and Learn session on ‘What does the Concordat mean for me?’ The session featured an interactive panel on postdocs and research staff at Liverpool who are involved in Concordat initiatives as well as members of The Academy who lead Research Development and Culture. The panel discussed their role in the Concordat at Liverpool and how it helps improve the research environment with examples of key initiatives that have arisen from the University of Liverpool’s involvement in the Concordat. A recording (intranet access only) is available on the Researcher hub and promoted via the weekly RSA bulletin.

Specifically signposted was the Module on The Researcher Development Concordat for University of Liverpool Staff. This new development module is the first of its kind in the Higher Education sector nationally and further embodies the University’s focus on its sector-leading researcher development. View and complete the module. The module aims to further enhance the career and professional development of researchers, managers of researchers and professional colleagues supporting our researcher community. It serves to foster conversations that nurture a positive and inclusive culture in which researchers take responsibility for the development of their personal and professional practice. Additionally, a link to the Statement of Expectations continues to be provided in the RSA weekly bulletin and welcome email to new starters.

There are references to policies in Staff inductions. Some related initiatives include:
- SLSJ Parents and Carers Network
- RSA e-bulletin includes reference to these policies
- Guidance on Diversity and Equality Compliance for Committees to highlighted (and discussed) at all committees at the start of each academic year.
- HSS Research Leave framework shared with all schools.

University of Liverpool Research Staff Association update: As a follow on from a focus group that took place and reported on in June 2020 in previous Concordat documentation on the awareness and access to HR policies by research staff. A further focus group was conducted on Thursday 23rd of June 2022 via Zoom. With an objective of understanding the current awareness and access to HR policies by research staff at the University of Liverpool and to establish the barriers to achieving optimal awareness and access, UoL Research Staff Association (RSA) conducted:
   - (a) An online survey open to all research staff
   - (b) A focus group also open to all research staff

To be completed only when reporting on action plan

December 2022: Annual Progress Update

- MIST has a concordat working group that convenes throughout the academic cycle, this comprises colleagues in senior positions such as HoOps, R&D Lead, EDI Lead, Deputy Exec Dean, MIST, Postdoc Society Reps.
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- (a) An online survey open to all research staff
- (b) A focus group also open to all research staff

2
**ECR1**

**Obligation**: 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 new researchers and students.

**Action**: A report on the focus group and survey results was produced and is part of the RISE annual report.

**Deadline**: October 2023

**Responsibility**: RSA / RISE Project Leads

**The targeted impact of the action (success measure)**: Spread across faculties was as follows:

- 16 Faculty of Health and Life Sciences
- 10 Faculty of Humanities and Social Sciences
- 5 Faculty of Science and Engineering
- 7 members of the RSA led various Buddy Groups.

Each participant was matched with two to three other postdocs or ECR’s which resulted in 9 groups of between 3-4 people in each group. All groups had a mix of faculties. Each buddy was emailed with the names and email addresses of the buddies in their group. Following the scheme participants were asked to complete an evaluation survey. 52% of participants completed the survey. Of the participants who completed the survey 94% met their buddies within the 3-week window. Feedback was very positive, some of the common highlights of the scheme for the participants were meeting people from other parts of the University and finding that they have similar challenges/concerns and that their own experience is not unique. Participants found this reassuring. Other participants just enjoyed taking time out of their day to have a chat with someone new.

The scheme was run again in October 2022, with once more 31 colleagues signing up to take part, the spread across faculties was as follows:

- 18 Faculty of Health and Life Sciences

**Comments (optional)**

An online survey was sent out to all research staff at the University of Liverpool via the RSA weekly e-bulletin which contained questions about the level of awareness of 12 HR policies (specifically family friendly policies), the length of service, role and base institute of the participants, as well as general demographic information such as age, ethnic background etc, and information about the Employee Assistance Programme (EAP). The survey was accessed and completed by 25 participants. The focus group was set up following the the online survey. The focus group consisted of 7 participants and involved a discussion based on 3 main areas/questions. Results from this year’s survey and the 2022 survey was discussed and there was an increase (between 10-25%) in the number of participants who were aware and accessed the HR policies compared to 2020 as a general trend. Maternity leave, Special leave, Redundancy and Flexible working were identified by the participants of the focus group as the most important to them. A report on the focus group and survey results was produced and is part of the RSA annual report.

**HCRI**

**Obligation**: To facilitates and develop a researcher ‘buddying’ system with at least 5 buddy pairs to enhance their professional, research and social frames of reference, in similar career stages across all faculties and to build connections outside of their research groups and to enhance their professional, research and social frames of reference.

**Action**: A Buddy Scheme was piloted in March 2022.

**Deadline**: October 2022

**Responsibility**: RSA

**The targeted impact of the action (success measure)**: The targeted impact of the buddy scheme for the participants were meeting people from other parts of the University and finding that they have similar challenges/concerns and that their own experience is not unique. Participants found this reassuring. Other participants just enjoyed taking time out of their day to have a chat with someone new.

The scheme was run again in October 2022, with once more 31 colleagues signing up to take part, the spread across faculties was as follows:

- 18 Faculty of Health and Life Sciences

**Comments (optional)**

A Welcome email was sent by the RSA to lead monthly Welcome Chats and virtual coffee meetings scheduled to take place shortly after the welcome email is sent out. New starters are encouraged to attend these meetings to meet fellow researchers and members of the RSA and Academy team and are an opportunity to learn about the roles and responsibilities of the RSA.

University of Liverpool Research Staff Association update: The RISE have monthly virtual coffee meetings (attendence varies - 8 including RSA and recent new starters. Feedback from new starters indicates they’ve been generally useful and helpful to signpost to events. A welcome email is sent by the RSA every month to new starters, this email signposts to a variety of resources and development activities and a link to the statement of expectations. Advertised within this email is a virtual coffee meeting scheduled to take place shortly after the welcome email is sent out. New starters are encouraged to attend these meetings to meet fellow researchers and members of the RSA and Academy team and are an opportunity to learn what welfare, support and information resources are available to the early career researcher community across the University.

A Buddy Scheme was piloted in March 2022. Further details and a report about the scheme can be found at [https://www.liverpool.ac.uk/researcher/uol-rrsa-buddy-scheme/](https://www.liverpool.ac.uk/researcher/uol-rrsa-buddy-scheme/). The scheme offered postdocs and early career researchers (i.e. staff on research only contracts) the chance to meet new colleagues, expand their networks and enrich their experience of the University’s research culture in an informal setting. The Buddy Scheme was promoted as an opportunity for postdocs and early career fellows (ECRs) to meet peers at similar career stages across all faculties and to build connections outside of their research group and to enhance their professional, research and social frames of reference. The scheme was advertised via the RSA weekly bulletin and the University of Liverpool RSA twitter account and participants were asked to complete a simple expression of interest form. This questions on this form included: name, department, email address and why you want to participate in the buddy scheme. 31 colleagues signed up to take part, the spread across faculties was as follows:

- 16 Faculty of Health and Life Sciences
- 10 Faculty of Humanities and Social Sciences
- 5 Faculty of Science and Engineering
- 7 members of the RSA led various Buddy Groups.

Each participant was matched with two to three other postdocs or ECR’s which resulted in 9 groups of between 3-4 people in each group. All groups had a mix of faculties. Each buddy was emailed with the names and email addresses of the buddies in their group. Following the scheme participants were asked to complete an evaluation survey. 52% of participants completed the survey. Of the participants who completed the survey 94% met their buddies within the 3-week window. Feedback was very positive, some of the common highlights of the scheme for the participants were meeting people from other parts of the University and finding that they have similar challenges/concerns and that their own experience is not unique. Participants found this reassuring. Other participants just enjoyed taking time out of their day to have a chat with someone new.

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**RISE update**: RISE phase 1 report looked at the differentiated impact of the pandemic upon individuals and communities within our research population. Currently the RISE working groups are still meeting for 3 workstreams, narrative statement, reading programme, teams-based research approaches.

**Faculty of Health and Life Sciences update**: TRACTION is at advanced development stage. At the HLS Faculty Concordat information has been populated onto a Trac-tion template and the developer has uploaded these onto the system. Now we have some ‘real life’ data in the system, this will be reviewed over the next few months, in collaboration with the web developer. The reporting mechanisms will also be looked at. We will look into plotting the functionalities of TRACTION with a small group from the HLS Concordat SG before the end of 2023, with a view to incorporating another action plan in early 2023. We hope to be able to incorporate multiple action plans in mid-2023 and if appropriate explore with other faculties if the TRACTION system would be of interest to them.

**Faculty of Humanities and Social Sciences update**: The Faculty Head of Research Development and Delivery is co-ordinating development of TRACTION system

**Faculty of Science and Engineering update**: Faculty RIC will adopt reviewing data and identifying local provisions to be enhanced sharing best practice across Schools. Additionally, a Task and Finish Group has been initiated to review and report on the quality of research culture. A draft report with recommendations has been prepared ready for discussion at the Faculty Management November Team meeting. The Faculty is developing a compliance team that will extract information from the staff survey data and develop a faculty specific action plan.

**University of Liverpool Research Staff Association update**: The RISE have monthly virtual coffee meetings (attendence varies - 8 including RSA and recent new starters. Feedback from new starters indicates they’ve been generally useful and helpful to signpost to events. A welcome email is sent by the RSA every month to new starters, this email signposts to a variety of resources and development activities and a link to the statement of expectations. Advertised within this email is a virtual coffee meeting scheduled to take place shortly after the welcome email is sent out. New starters are encouraged to attend these meetings to meet fellow researchers and members of the RSA and Academy team and are an opportunity to learn about the roles and responsibilities of the RSA.

**Faculty Task and Finish Group update**: Faculty Task and Finish Group has been initiated to review and report on the quality of research culture. A draft report with recommendations has been prepared ready for discussion at the Faculty Management November Team meeting. The Faculty is developing a compliance team that will extract information from the staff survey data and develop a faculty specific action plan.
The aims of these initiatives are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working.

**Wellbeing and mental health**

- **University of Liverpool Research Staff Association update:** A celebration event for researchers took place on 7th July 2022. Principal investigators, managers of researchers, postgraduate researchers and research staff peers nominated individual researchers to celebrate their achievements, successes and strengths as researchers, appreciating and recognising their contributions. 43 researchers were invited, out of which 36 attended. The event involved a morning workshop followed by a BBQ social on campus. The event was to celebrate the achievements, successes and strengths of researchers at the University of Liverpool. It provided an opportunity for those that attended to connect and engage with other researchers and to explore the strengths, motivations and contributions. Researchers bring and how to articulate and build on them. Nominations spoke of the important contribution the researchers make to University life and the inspiration and support they provide to others. The nominations can be found at: [https://www.liverpool.ac.uk/researcher/celebratingsuccess/time-to-shine/](https://www.liverpool.ac.uk/researcher/celebratingsuccess/time-to-shine/). The morning workshop began with a video from Professor Anthony Hollander, Pro-Vice- Chancellor for Research and Impact where he spoke of his pride in the commitment and dedication of researchers at the University and thanked them for all their amazing work. The rest of the workshop involved short presentations and activities to help everyone engage with one another and connect. Buddy pairs and group discussions enabled the researchers to reflect on who they are at their best, what helps them to be at their best and how they can best recognise and appreciate at all that they do. The feedback from those that attended were extremely positive. Details of the day and testimonials were part of an article in the 3rd edition of Pathfinder.

- **Faculty of Health and Life Sciences update:** Faculty has requested that chairs, secretaries and members of formal committees, boards and other groups and those colleagues responsible for submitting reports to these groups to complete Equality Impact Assessment (EIA). This will improve career opportunities for colleagues and the effectiveness of the reporting system.

- **Faculty of Science and Engineering update:** The mental health provision for Research Staff offered by the University was discussed as part of the HR policies awareness focus group which took place in June 2022. A link to a recorded session on Validum [https://stream.liv.ac.uk/crswww/jmjm](https://stream.liv.ac.uk/crswww/jmjm) (intranet access only) was circulated via the RSA e bulletin and those that attended the group were asked what wellbeing meant to them and their thoughts on accessing wellbeing resources. Email and Twitter were the most popular methods of communication about the wellbeing resources amongst the participants.

- **Faculty of Health and Life Sciences update:** The Faculty is developing APP (Academic Portfolio Planning) to facilitate better management of workload balance, how the introduction of workload model for standard T&F and T&S staff, what that means to postdocs and how it will impact them, possibly additional question on PDR about workload and mental health reviews. Also will highlight the option that if they feel for whatever reason their mental health is affected because of their workload, then that should be flagged to HoDs / HoOps / R&I / Deans / HLS APVC R&I / HLS FMT. The option also being explored is to develop something similar for supervisors; how to recognise and options for handling people they supervise reporting mental health related challenges; an awareness course, so as a line manager where to start with supporting their team member and signposting to people in the departments that are trained.

- **Faculty of Humanities and Social Sciences update:** The EDI Committee continue to coordinate at Faculty Level, and the chair is the Faculty EPVC. Additionally, faculty-specific pulse data discussed at FMT meetings.

- **Faculty of Science and Engineering update:** The Faculty has requested that chairs, secretaries and members of formal committees, boards and other groups and those colleagues responsible for submitting reports to those groups to complete Equality Impact Assessment (EIA):

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### 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>
</tr>
</thead>
<tbody>
<tr>
<td>ECI3</td>
<td>RSA Annual Barbeque to be reinstated as a face-to-face activity.</td>
<td>No</td>
<td>July 2022</td>
<td>RSA</td>
<td>At least 30 researchers engaging in the day’s activities</td>
<td>- Increase the percentage of respondents reporting that they understand how to report and seek support to 50%, as measured by future RSA pulse survey.</td>
</tr>
<tr>
<td></td>
<td>Introduce a peer Mental Health wellbeing and worklife programme.</td>
<td></td>
<td>January 2023 and ongoing</td>
<td>The Academy</td>
<td></td>
<td>- Increase the percentage of respondents reporting that they understand how to report and seek support to 50%, as measured by future RSA pulse survey.</td>
</tr>
<tr>
<td></td>
<td>Promote good health and wellbeing through the effective management of workloads and people.</td>
<td></td>
<td>December 2022</td>
<td>HLS APVC R&amp;I</td>
<td>At least 5 peer Mental Health Wellbeing Ambassadors recruited to the scheme</td>
<td>- Increase the percentage of respondents reporting that they understand how to report and seek support to 50%, as measured by future RSA pulse survey.</td>
</tr>
<tr>
<td>ECI4</td>
<td>Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.</td>
<td>No</td>
<td>September 2022</td>
<td>Faculty APVOS R&amp;I / Dears / HoDs / HoOps</td>
<td>Track and improve engagement by 5% annually.</td>
<td>- Track and improve engagement by 5% annually.</td>
</tr>
</tbody>
</table>

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### University of Liverpool Research Staff Association update:

A celebration event for researchers took place on 7th July 2022. Principal investigators, managers of researchers, postgraduate researchers and research staff peers nominated individual researchers to celebrate their achievements, successes and strengths as researchers, appreciating and recognising their contributions. 43 researchers were invited, out of which 36 attended. The event involved a morning workshop followed by a BBQ social on campus. The event was to celebrate the achievements, successes and strengths of researchers at the University of Liverpool. It provided an opportunity for those that attended to connect and engage with other researchers and to explore the strengths, motivations and contributions. Researchers bring and how to articulate and build on them. Nominations spoke of the important contribution the researchers make to University life and the inspiration and support they provide to others. The nominations can be found at: [https://www.liverpool.ac.uk/researcher/celebratingsuccess/time-to-shine/](https://www.liverpool.ac.uk/researcher/celebratingsuccess/time-to-shine/). The morning workshop began with a video from Professor Anthony Hollander, Pro-Vice-Chancellor for Research and Impact where he spoke of his pride in the commitment and dedication of researchers at the University and thanked them for all their amazing work. The rest of the workshop involved short presentations and activities to help everyone engage with one another and connect. Buddy pairs and group discussions enabled the researchers to reflect on who they are at their best, what helps them to be at their best and how they can best recognise and appreciate at all that they do. The feedback from those that attended were extremely positive. Details of the day and testimonials were part of an article in the 3rd edition of Pathfinder.

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### Faculty of Health and Life Sciences update:

Faculty has requested that chairs, secretaries and members of formal committees, boards and other groups and those colleagues responsible for submitting reports to these groups to complete Equality Impact Assessment (EIA):


<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 measures)</th>
<th>Comments (optionally)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECI3 Ensure managers promote a healthy working environment that supports researchers wellbeing and mental health.</td>
<td>Creation of an HLS Faculty EDI researcher toolkit which aims to support, guide &amp; provide resources for all researchers, to enable them to reflect on their own practice &amp; improve equality, diversity, and inclusion in all aspects of their research activities.</td>
<td>No</td>
<td>December 2022</td>
<td>HLS APVC RA1 / HLS EDI Leads</td>
<td>Roll out of the toolkit across the HLS Faculty by December 2022. Numbers of users engaging with toolkit will be evaluated and feedback gathered to refine and improve its effectiveness before wider roll out will be explored with other Faculties as a pan-institutional resource.</td>
<td>December 2022: Annual Progress Update</td>
</tr>
</tbody>
</table>
| ECM4 Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers | Build on the University’s current success of its flexible working offer by enhancing and promote flexible working options to attract, retain and enable staff | No                                      | December 2022 | The Academy | Up to 2 Case studies published per year of successful flexible working examples in roles included on the Researcher Hub | Academy update: 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. |
| ECR3 Ensure researchers take positive action towards maintaining their wellbeing and mental health. | Ongoing updates to the Postdoc Wellbeing Oasis and the Researcher Hub Wellbeing Pages, with active promotion of these resources. | No                                      | March 2022 | RSA, The Academy / The Academy | A quarterly themed e-bulletin for research staff promoting a range of support interventions for wellbeing and mental health.  
  - Increased awareness measured through an annual 5% increase in the number of hits on the Wellbeing Oasis and Researcher Hub wellbeing resources | University of Liverpool Research Staff Association update:  
  - E-bulletins promoting wellbeing and mental health have been sent out in February, June, September and December 2022.  
  - Work-life balance resources have been updated at https://www.liverpool.ac.uk/researcher/work-life-balance/ and monthly virtual coffee meetings have been just a few of the activities promoted as a range of support interventions for wellbeing and mental health. |

**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.

<table>
<thead>
<tr>
<th>Obligation</th>
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<tr>
<td>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.</td>
<td>(ECI3 repeated in two sections: wellbeing and mental health + bullying and harassment)</td>
<td>No</td>
<td>November 2023</td>
<td>Faculty APVCs RA1 / Deans / HoDs / HoOps / The Academy</td>
<td>Updated guidance produced (as necessary) for the University’s new Report+Support Tool - 10% increase (based on current staff survey baseline of 75%) in the number of staff reporting that they confident in reporting incidents of bullying / harassment if it happened to them.</td>
<td>Faculty of Health and Life Sciences update: Will be incorporated into HLS’ new Faculty Hub</td>
</tr>
<tr>
<td>ECM3 Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment</td>
<td>(ECM3 repeated in three sections: wellbeing and mental health + bullying and harassment + research integrity)</td>
<td>No</td>
<td>November 2023</td>
<td>The Academy</td>
<td>Updated guidance produced (as necessary) for the University’s new Report+Support Tool - 10% increase (based on current staff survey baseline of 75%) in the number of staff reporting that they confident in reporting incidents of bullying / harassment if it happened to them.</td>
<td>Faculty of Humanities and Social Sciences update: Communications about Report + Support mechanism are embedded at School and Faculty level. Report and Support mentioned in PDRs that that is available reporting mechanism.</td>
</tr>
<tr>
<td>ECR4 Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to discrimination, harassment and bullying.</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>
<td>No</td>
<td>November 2023</td>
<td>Faculty APVCs RA1 / Deans / HoDs / HoOps / The Academy</td>
<td>Updated guidance produced (as necessary) for the University’s new Report+Support Tool - 10% increase (based on current staff survey baseline of 75%) in the number of staff reporting that they confident in reporting incidents of bullying / harassment if it happened to them.</td>
<td>Faculty of Science and Engineering update: Request being issued to schools for confirmation that this is taking place. Faculty compliance team to consider how to monitor completion.</td>
</tr>
<tr>
<td>ECR4 Equality, diversity and inclusion</td>
<td></td>
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</tbody>
</table>

**Faculty of Health and Life Sciences update:** Working group(s) have been established to progress EDI researcher toolkit to meet the needs of researcher community. Colleagues from all areas invited to join partake in the group. The group(s) will work on this during autumn 2022 and it is planned that there will be a version ready for use and piloting/trialing in early 2023, with further refinements to contents, and format during the course of 2023.
The aims of these obligations are to ensure managers and researchers are trained in, aware of, and adopt practices enhancing equality, diversity and inclusion.

**ECI4 / ECM1**
Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.

See Actions ECI1, ECI2 and ECM3 above for actions in relation to EDI broadening research staff awareness of EDI-related policies.

**ECR2**
Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.

See Actions ECM2, ECM3 and ECI4 above for actions in relation to EDI broadening research staff awareness of EDI-related policies.

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**Research Integrity**

The aims of these obligations are to ensure managers and researchers are trained in, aware of, and maintain high standards of research integrity, and are able to report infringements or misconduct.

**ECI5 / ECM2**
Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.

Faculty Research Integrity Champions appointed to lead on this agenda, to explore the possibility of offering a suite of associated training including introduction to Research Integrity for PGRs and ECRs.

Faculties to create School/Institute-specific policy documents for all research active staff in relation to 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)

HLS R&ID 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 and recording in Elements of open datasets held elsewhere.

**ECI6**

Faculty APVCs R&I / Deans / HoDs / HoOps - Quarterly progress reports to Faculty Management Team, the University Research Integrity Committee and the CSG.

Faculty APVCs R&I / Deans / HoDs / HoOps - Updated Research Ethics and Integrity checklists for local inductions created and shared with 100% new-to-post research staff.

Faculty APVCs R&I / Deans / HoDs / HoOps - Launch of a Research Ethics Handbook containing a wide variety of policy, guidance and procedural information

Faculty APVCs R&I / Deans / HoDs / HoOps - HLS to appoint a Faculty Research Integrity Lead

Open Research Support Team - 2 Open Research workshops held

- Establish a benchmark for monitoring usage of the Data Catalogue in conjunction with the FAIR principles (Findable, Accessible, Interoperable, Reusable)

- 2 Open Research workshops held

- Ensure managers report and address incidents of poor research integrity

- (ECM3 repeated in three sections: wellbeing and mental health + bullying and harassment + research integrity)

- (ECR2 repeated in two sections: equality, diversity and inclusion + research integrity)
**Policy development**

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

### ECR4

Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.

- ECR4 repeated in two sections: bullying and harassment + research integrity

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<tbody>
<tr>
<td>ECR4</td>
<td>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.</td>
<td>No</td>
<td>April 2022</td>
<td>Faculty APVCs R&amp;I / Deans / HoDs / HoOpas/ RSA / The Academy</td>
<td>Consequential implementation to feature as a regular item at Faculty Research Group meetings to enable progress updates to and from the CSG to Faculty level.</td>
<td>Faculty of Humanities and Social Sciences update: This is ongoing and the Concordat is a standard agenda item for every Faculty RIC meeting.</td>
</tr>
</tbody>
</table>

### ECR5

Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.

- RSA representation on research culture and environment committees, working groups and project boards, as appropriate at institutional and departmental levels.

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<tbody>
<tr>
<td>ECR5</td>
<td>Research manager PI representation on all relevant committees, as appropriate, with a view to ensuring EDI values are considered and that disclosure of bullying and harassment is actively encouraged.</td>
<td>No</td>
<td>March 2023</td>
<td>Faculty APVCs R&amp;I / Deans / HoDs / HoOpas/</td>
<td>Representation numbers and membership of PIs actively monitored by Faculty and Institute Leadership Teams to develop a benchmark for ongoing effective practice.</td>
<td>Faculty of Humanities and Social Sciences update: The Faculty is 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.</td>
</tr>
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</table>

### ER4

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

- Faculties to use creative ways, such as case studies, social media, podcasting, etc to encourage research staff to take ten development days, choosing activities most relevant to their current situation with input from and the agreement of their PI, recognising that development activities might take place in a university setting, but importantly do not have to.

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<tbody>
<tr>
<td>ER4</td>
<td>Faculty to use creative ways, such as case studies, social media, podcasting, etc to encourage research staff to take ten development days, choosing activities most relevant to their current situation with input from and the agreement of their PI, recognising that development activities might take place in a university setting, but importantly do not have to.</td>
<td>No</td>
<td>May 2023 (in line with CEDARIS timelines)</td>
<td>Faculty APVCs R&amp;I / Deans / HoDs / HoOpas/The Academy</td>
<td>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.</td>
<td>Faculty of Science and Engineering update: New Faculty digital communications manager will be reviewing and acting on this after December 2022.</td>
</tr>
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</table>

### E17

Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making.

- See E17 in relation to opportunities for managers of research staff to take ten development days, studies, social media, podcasting, etc to encourage researchers to contribute to relevant policy development.

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<tr>
<td>E17</td>
<td>Encourage managers to engage with opportunities to contribute to relevant policy development aimed at creating a more positive research environment and culture within their institution. Update: E17 is repeated in two sections: bullying and harassment + research integrity.</td>
<td>No</td>
<td>February 2023</td>
<td>Faculty APVCs R&amp;I / Deans / HoDs / HoOpas/ RSA / The Academy</td>
<td>Representation numbers and membership of PIs actively monitored by Faculty and Institute Leadership Teams to develop a benchmark for ongoing effective practice.</td>
<td>Faculty of Humanities and Social Sciences update: The Faculty is 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.</td>
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### EMS

Engage with opportunities to contribute to relevant policy development within their institution.

- See E17 in relation to opportunities for managers of research staff to contribute to relevant policy development.

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<tr>
<td>EMS</td>
<td>Conduct 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.</td>
<td>No</td>
<td>April 2022</td>
<td>Faculty APVCs R&amp;I / Deans / HoDs / HoOpas/ RSA / The Academy</td>
<td>Consequential implementation to feature as a regular item at Faculty Research Group meetings to enable progress updates to and from the CSG to Faculty level.</td>
<td>Faculty of Humanities and Social Sciences update: This is ongoing and the Concordat is a standard agenda item for every Faculty RIC meeting.</td>
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### ECR4

**December 2022: Annual Progress Update**

- RISE Project Board update: The RISE project is overseen by the Research and Impact Strategy Committee (RISeCo) and delivered by a Project Group working across the faculties and with a range of representatives from across our staff networks. This includes the EMMA Network, the LGBT+ Network, the Disabled Staff Network, the Research Staff Association, Athena Swan, The Academy and others. The RISE project board and all three RISE working groups include a mix of colleagues from all three faculties, all career stages and from all the staff networks. 21 PDRA representatives continue feeding into developing policies as the project evolves.

- Faculty of Science and Engineering update: Faculty Research and Impact Committee has PDRA representation, secured through expressions of interest. Concordat implementation will feature as a regular item on every Faculty Research and Impact Committee meeting, School Research and Impact Committee meetings (2 schools confirmed) and annually at faculty Management Team meeting.

- University of Liverpool Research Staff Association update: The RSA co-chairs continue to rotate annually and are recruited from different faculties. Currently there are 11 members of the RSA, 4 co-chairs (1 from HLS, 2 from HILS and 1 from S&E), 7 deputy co-chairs (5 from HLS and 2 from S&E). Terms of Reference for the RSA were reviewed with the RJA in July 2022 and continues to be updated annually.

- Faculty of Humanities and Social Sciences update: The Faculty is 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.

- New Faculty digital communications manager will be reviewing and acting on this after December 2022.
The aims of these obligations are to ensure that researchers and staff, where appropriate and eligible, working on the project, are aware of policies and practices relevant to their position.

### Recruitment and induction

**Obligation**

**Action**

**Carried over from previous action plans**

**Deadline**

**Responsibility**

**The targeted impact of the action (success measure)**

**Comments (optional)**

| E1 | Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices. | Faculties to roll out new Faculty Recruitment Best Practice Guides to be adopted by all Schools/ Institutes across each Faculty. | No December 2022 | Faculty APVCs RRI / Deans / HoDs / HoOps | At least two case studies on successful research fellows published annually by Faculties. | Faculty of Health and Life Sciences update: HLS Faculty Management Office (FMO) has rolled out standardised job description template to be adopted by all institutes. Faculty of Humanities and Social Sciences update: Derby Fellowships and examples of case studies of fellows and their work can be found on HSS faculty websites and the Faculty KE ‘Faculty on Film’ series. See also Working in Partnership Working in Partnership, Faculty of Humanities & Social Sciences - University of Liverpool. Faculty of Science and Engineering update: Faculty Compliance team will review Faculty Recruitment and produce a best practice guide after the December 2022. |

| E2 | Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position. | Launch of the University’s central Social Onboarding Hub for a seamless induction process. | No December 2022 | HR | New Social Onboarding Induction Hub to link to presentation on Postdoc Rights and Responsibilities, family friendly policies, etc. | Faculty of Health and Life Sciences update: HLS induction review group is to seek direct feedback from postdocs appointed within the last 6 months to identify where additional targeting maybe required at departmental, institute and faculty level. Faculty of Humanities and Social Sciences update: Researcher inductions (in-person) are held in October and February. Possibility of incorporating a social/networking event for all researchers/staff, not just new staff alongside it. Standardised crib sheet of what Postdocs can expect from the University – to be supplied during induction. |

### 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.

| E3 | Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers’ contributions and the diversity of personal circumstances. | As part of the on-going review of promotion processes, ensure that guidance materials and panel development opportunities effectively encourage clear and transparent mechanisms and enable colleagues to consider personal circumstances when making decisions, as appropriate. | No In line with annual review process 2022-23 | PVC/RRI / APVCs RRI / HR | PVC/RRI / APVCs RRI | Staff feedback on experiences of annual review process reflects inclusive practices | Faculty of Humanities and Social Sciences update: Offers access to mentorship/research conversations (with someone other than PI, who conducts PDR); best practice / inclusivity of Reading Programmes (revisions coming from RISE project); calibration exercises, gaining insight into how other institutions assess research; 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: Support for Researchers University of Liverpool - Faculty of Humanities and Social Sciences - Research and Impact Development and Support: Faculty of Humanities & Social Sciences - University of Liverpool | RISE update: To be considered and developed once review underway – timescale is 2022-2023 for completion. Awareness raising ideas e.g. promotional video and demonstration of a more inclusive approach to promotions – personal stories; and other good exemplars including for post docs; importance of being part of committees / contribution to institutional initiatives. Building on RISE approach to contribution to EDI and environment to other areas. |

### 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 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. | No 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 | Research Support Office (RSO) update: RSO gave the Research Staff Association demonstration of the different tools under development, feedback was very positive. The new costing tool comes under the Research Finance Systems Improvement Project, which has an estimated completion date of December 2023. Advice in relation to staff would often be provided by both RSO, in line with funder terms and conditions, and via support from local teams. RSO also include guidance in relation to Full Economic Costing on our intranet pages as well as a video guide. |
EI4 Researchers ensure that they are aligned with the institutional objectives, policies, procedures and employment legislation, as well as the requirements of their funders:

Processes in place to monitor dissemination and implementation of the agreed ten days of development time for research staff: See PCD06 for institutional plans to formally submit a business case for the purchase and implementation of a Learning Experience Platform to SLT

Researchers understand their reporting obligations and responsibilities: Provide effective line and project management training opportunities for managers of research staff, heads of department and equivalent:

Faculties to widely promote and encourage engagement with external and centrally available opportunities to develop broader leadership skills such as Management Essentials. Project Management Qualification and the new ILM Level 5 Coaching Programme:

HLS R&I Directorate to introduce Staff Review and Development Groups in all Institutes

Facilities to roll out good practice in providing guidance and training for Managers / PIs on carrying out PDPRs for research staff to ensure they provide a comprehensive, clear and fair PDPR. For example, spokes guidance documents and pre- and post-PDPR briefings:

Completed for submission

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<tbody>
<tr>
<td>ER1</td>
<td>RSA to ensure that researchers are given the information about institutional policies and procedures and have the opportunity to raise any queries or concerns to their new research staff.</td>
<td>No</td>
<td>September 2022</td>
<td>RSA</td>
<td>RSA to organise at least one Lunch and Learn session with colleagues from the R&amp;I in relation to funder requirements.</td>
<td></td>
</tr>
<tr>
<td>ER2</td>
<td>Processes in place to monitor dissemination and implementation of the agreed ten days of development time for research staff. See PCD06 for institutional plans to formally submit a business case for the purchase and implementation of a Learning Experience Platform to SLT</td>
<td>No</td>
<td>April 2022</td>
<td>Faculty APVCs R&amp;I / Deans / HoDs / HoOps / RSA</td>
<td>RSA weekly e-bulletins to develop a #DidYouKnow section and each week share a link to useful University policies, processes and development activity guidance.</td>
<td></td>
</tr>
</tbody>
</table>

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 Qualification and the new ILM Level 5 Coaching Programme:

HLS R&I Directorate to introduce Staff Review and Development Groups in all Institutes

Facilities to roll out good practice in providing guidance and training for Managers / PIs on carrying out PDPRs for research staff to ensure they provide a comprehensive, clear and fair PDPR. For example, spokes guidance documents and pre- and post-PDPR briefings:

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<tbody>
<tr>
<td>EI4</td>
<td>Provide effective line and project management training opportunities for managers of research staff, heads of department and equivalent.</td>
<td>No</td>
<td>December 2022</td>
<td>Faculty Deans / HoDs / HoOps / The Academy</td>
<td>At least 5 research staff participants annually across the institution in the ILM certified Management Essentials programme.</td>
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<tr>
<td></td>
<td></td>
<td>December 2023</td>
<td>From January 2022</td>
<td>The Academy</td>
<td>- At least 20 participants annually across the institution in the Project Management Qualifications</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>September 2022</td>
<td>HLS APVC R&amp;I</td>
<td>The Academy</td>
<td>- Research leaders (and senior staff who support research activity) applying for new ILM Level 5 Coaching Programme.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>HLS APVC R&amp;I</td>
<td>HSS</td>
<td>- At least 3 new Staff Review and Development Groups introduced in HLS</td>
<td></td>
</tr>
<tr>
<td>EI5</td>
<td>Ensure that excellent people management is embedded throughout the organisation and embodied in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation.</td>
<td>No</td>
<td>May 2023 (ie. per CEDARS timeline)</td>
<td>Faculty APVCs R&amp;I / Deans / HoDs / HoOps / The Academy</td>
<td>At least 70% of research staff (building on current benchmark of 65%) reporting positive PDR experiences.</td>
<td></td>
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</table>

December 2022: Annual Progress Update

University of Liverpool Research Staff Association update:
The lunch and learn in October on ‘Pittails for Projects at Pre- and Post-Award’ focused on Research Support Office (R&I) systems. This is in addition to focus group organised by RSA to understand level of awareness of policies and procedures. The session provided information on the most common requirements for funders and signpost where to go for different types of query. RSA weekly email continues to highlight institutional policies & procedures, also in welcome email to new staff.

University of Liverpool Research Staff Association update:

The beginning of 2022, the weekly RSA e-bulletin contains a 'Did you know?' Section. Information included here is updated each week and has included links to HR policies, development activity resources and guidance. Example text from a recent e-bulletin is below:

- You can do rough costing of your research budget using the Research Support Office’s Quick Costing Tool. For other resources from the Research Support Office visit: https://www.liverpool.ac.uk/intranet/research-support-office/
- The University has released a revised Statement of expectations for research staff and PIs aiming to define the expectations around responsibilities of research staff and principal investigators with an emphasis on embedding professional practice.
- Also, you can access the virtual delegate pack and other resources from NPD21 website here:

Facility of Health and Life Sciences update:

University of Liverpool Research Staff Association update:

The following information is shared with ECR reps – all activity currently being embedded.

University of Liverpool Research Staff Association update:

Since the beginning of 2022, the weekly RSA e-bulletin contains a ‘Did you know?’ Section. Information included here is updated each week and has included links to HR policies, development activity resources and guidance. Example text from a recent e-bulletin is below:

- You can do rough costing of your research budget using the Research Support Office’s Quick Costing Tool. For other resources from the Research Support Office visit: https://www.liverpool.ac.uk/intranet/research-support-office/
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<tbody>
<tr>
<td>EM1</td>
<td>Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.</td>
<td>- See 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</td>
<td>No</td>
<td>May 2022</td>
<td>SSE Faculty APVC R&amp;I</td>
<td>- At least 10 PDRAs (building on current benchmark) trained</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>The Academy</td>
<td>May 2023</td>
<td>- Initial cohort of 15 research leaders / research support leads engaged in contextualised development offer</td>
</tr>
<tr>
<td>EM4</td>
<td>Researchers positively engage in performance management discussions and reviews with their managers.</td>
<td>- 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.</td>
<td>No</td>
<td>September 2023</td>
<td>Faculty APVCs R&amp;I / Doirs / HSDo / HoOpS</td>
<td>- Review at Faculty level of the challenges and opportunities identified through performance review and benchmarks established for future areas of focus</td>
</tr>
<tr>
<td>ER3</td>
<td>Researchers to provide detailed documentation in support of performance review reflecting on key achievements and highlighting any barriers to the achievement of objectives.</td>
<td></td>
<td>No</td>
<td>March 2023</td>
<td>HR</td>
<td>- 90% of research staff reporting a completed PDR (based on baseline data of 85%)</td>
</tr>
</tbody>
</table>

### December 2022: Annual Progress Update

- It’s all about you: making your PDR fit with your personal and professional goals (recorded webinar)
- A Researcher Hub blog post on Difficult Conversations - are you ready?, written for postdoctoral and early career researchers by a career development and leadership coach, provides advice on how to have a difficult conversation with a manager.
- To meet the challenge of balancing the delivery of their research and their own professional development needs, researchers are provided with information on the different stages of the Professional Development process. The 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 of Science and Engineering update: Information being collated.
- Faculty of Health and Life Sciences update: This is already being done at SMT/Faculty/School-level.
- Faculty of Science and Engineering update: Faculty compliance team to review training and development needs.
- Faculty of Health and Life Sciences update: Guidance for the 2023-2024 academic year.
- The updated development activity guidance will be flagged as part of the R&D Open Meetings. The Faculty encourages positive attendance through various communication streams. Calendar invitations sent out to all institute-based staff to participate. 10 days personal development time and resources such as HHL’s Networks, https://www.liverpool.ac.uk/intranet/health-sciences/research/hub/networks/ and the Training and Development pages: https://www.liverpool.ac.uk/intranet/health-and-life-sciences/research-hub/training, as well highlighting the Academy’s Research Hub https://www.liverpool.ac.uk/researcher/.
### Career development reviews

The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.

<table>
<thead>
<tr>
<th>Obligation</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PCDM3</td>
<td>Monitor and report on the engagement of researchers and their managers with professional development activities.</td>
<td>No</td>
<td>March 2023</td>
<td>The Academy</td>
<td>Formally submit a business case for the purchase and implementation of a Learning Experience Platform to SLT</td>
<td>Action in progress.</td>
</tr>
<tr>
<td>PCDR1</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 per year.</td>
<td>No</td>
<td>July 2023</td>
<td>Prosper Team</td>
<td>- Annual increase of 10% in number hits on the Prosper Portal</td>
<td>Prosper update: Prosper Cohort 1 Evaluation report provides some good evidence of postdocs taking ownership of their career development. As we roll out Prosper in the summer of 2023, it will be important to promote the use of Prosper and use of the 10 days.</td>
</tr>
</tbody>
</table>

### Performance management discussions

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

  - Develop and where appropriate modify the supervisor training to support managers of researchers in having career conversations. Faculties will continue to offer local mentoring support where available and will better promote the central mentoring network.
  - See ER3 for additional action around researchers being supported to positively engage with performance management discussions and PDR reviews with their managers. And EI4 for actions in relation to managers of researchers’ engagement with external and centrally available opportunities to develop broader leadership skills.

<table>
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</table>
| PCDM2      | Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers. | No        | July 2023 | The Academy | - 40% of research staff engagement with central University mentoring scheme (building on current 35% engagement) | Separately to the Academy’s central mentoring scheme, the Academy’s PDM team facilitated a mid-career researcher mentoring scheme consists of a cross-institutional model of career development for researchers achieved through collaboration between researcher developers. 4 University of Liverpool Researchers were matched with a mentor for the scheme which took place between Sept 2021 and Feb 2022. Feedback from mentees included:  

  *The discussions really helped me to define clear goals in my career development that I have managed to achieve since. I am grateful for my mentor to be my critical friend throughout, highlighting sometimes difficult, but necessary decisions I had to make*.  
  
  *The programme helped me to understand better the academic progression in the UK and ways of organising my CV, clearly communicating my research agenda, and strategically planning my goals. It also provided me with opportunities to further understand the funding landscape from the perspective of another discipline. I had an excellent mentor and I am happy with the support I got*.  
  
  *The Mentor was very supportive and shared a lot of experience of herself conducting research and maintaining a good balance between publishing, teaching, supervising PhD students and management. I benefited a great deal with our meetings*  

### PDRs

- Faculty of Humanities and Social Sciences update: The Faculty now has a proposal to be structure, roles and responsibilities for both taking forward the specific concordat actions but also the broader ECR agenda through a HSS ECR Steering Group. This is being discussed with Schools and implemented during semester one of 2022-2023. Sharing of opportunities for enhances professional development via FMT and Faculty RIC for cascading to School RICs and sharing across Schools.

- Faculty of Science and Engineering update: The new Faculty RIC will pick up the production of a checklist in early 2023. Faculty to liaise with Deans to identify case studies through faculty RIC.

- Prosper update: Prosper will be launched in June 2023 which will provide a suite of resources and opportunities for our postdocs. The Prosper team will ensure that the 10 days links in to Prosper resources.
<table>
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<th>December 2022: Annual Progress Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCD6</td>
<td>Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.</td>
<td>(PCD6 repeated in two sections: championing professional development + career development reviews)</td>
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<tr>
<td>PCDM4</td>
<td>Researchers positively engage in career development reviews with their managers.</td>
<td>See PCDM2 and PCDM4 in relation to career development discussions and annual reviews.</td>
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<tr>
<td>PCDI6</td>
<td>Researchers positively engage in career development reviews with their managers.</td>
<td>See PCDM2 in relation to fostering productive career conversations between research staff and their managers.</td>
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<tr>
<td>PCD3</td>
<td>Ensure that researchers have access to professional advice on career management, across a breadth of careers.</td>
<td>Faculty of Humanities and Social Sciences to build on Faculty of Health and Life Science’s successful tenure track scheme by exploring retention and development opportunities across faculty for staff nearing end of contract on fixed term positions. Development of a Fellowship resource portal within the Researcher Hub HLS Hub for Fellowship opportunities available to be made searchable by research career stage. See additionally PCDM2 and PCDM4 for actions related to researchers’ support in exploring and preparing for a diversity of careers and use of the 10 development days.</td>
<td>No July 2022 July 2022</td>
<td>HSS Faculty APVC R&amp;I The Academy</td>
<td>- HSS to monitor applications to such schemes and success rates and working with unsuccessful applicants to repurpose their bids at a Faculty and School level, and establish a benchmark for the number of applications given feedback and subsequent success. - At least 100 hits on the Fellowship portal in the first year following launch - At least 50 hits on the HLS Fellowship opportunities pages</td>
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<tr>
<td>PCDI3</td>
<td>Researchers maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications.</td>
<td>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 around researchers being supported to positively engage with performance management discussions and PDR reviews with their managers.</td>
<td>No In line with committee timelines</td>
<td>Faculty / School R&amp;I leads. The Academy The Academy / RSA / Faculty APVCs The Academy</td>
<td>- 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. - 90% of research and related staff who successfully complete accredited academic development programmes receive professional recognition via the UKSPP. - At least 10 podcasts on topics related to researchers’ professional practice recorded and publicly available. - At least 450 unique hits on the University’s development activity guidance page.</td>
<td></td>
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<tr>
<td>PCDI4</td>
<td>Provide researchers with opportunities, and time, to develop their research identity and Faculties will continue to provide opportunities for researchers to develop broader leadership skills via PDRa rep opportunities and forum activities, running seminar series and conference organisation, peer review and reading panel participation as</td>
<td></td>
<td>No September 2022</td>
<td>Faculty APVCs R&amp;I / Deans / HoDs / HoOps</td>
<td>- At least 100 PDRa engaged in research impact development activities across the university</td>
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</table>

The aims of these obligations are to promote researchers’ career development planning through tailored support and gathering evidence of professional experience.

**Faculty of Health and Life Sciences update:** NHELS presented their fellowship support mechanisms to PRISc in September 2022 to encourage institutes to consider adopting similar mechanisms.

**Faculty of Humanities and Social Sciences update:** Faculty initiatives include support for postdoctoral research; effective use of Faculty Research Development Fund for supporting large, ambitious bids, involving postdocs as named researchers for those coming to close of contract; open advertising of postdoctoral opportunities via Faculty bulletin and newsletters; and external funding leverage to support those on fixed term contracts, e.g. Unilever Archives funding support for postdocs.

**University of Liverpool Research Staff Association update:** Mid-career development check-in sessions were organised during September 2022, and multiple Lunch & learn sessions on the subject of PDRs and various professional development opportunities continue to be organised. Information and recordings of sessions are all available at: [https://www.liverpool.ac.uk/researcher/ucl-cas/videos](https://www.liverpool.ac.uk/researcher/ucl-cas/videos)

**Faculty of Science and Engineering update:** Request to be made for schools on current practice. Faculty compliance team to review with schools to roll out best practice for 2023 PDRs

**Academy update:** 11 Podcasts are available, including two live podcasts, at: [https://www.liverpool.ac.uk/researcher/making-impact/resources/podcasts](https://www.liverpool.ac.uk/researcher/making-impact/resources/podcasts). The range of topics include:

- 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: How, as colleagues working in HE, can we engage with policy makers
- Mastering complex research projects: How to enthuse your key stakeholders for impact. In this podcast, tips on how to enthuse and connect with collaborators, partners and more is discussed.

**Research identity and leadership**

The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities.
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<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>
<td>No</td>
<td>February 2022</td>
<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>
<td>Actions in progress.</td>
</tr>
<tr>
<td></td>
<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>No</td>
<td>March 2023</td>
<td>The Academy</td>
<td>- First cross-disciplinary cohort of minimum 10 research leaders engaged in enhancing their practice.</td>
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<td>- A minimum of 5 appropriate level staff applying for the next iteration of the Heilbron Leadership Programme.</td>
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<td>PCDM 5</td>
<td>Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.</td>
<td>No</td>
<td>May 2023</td>
<td>The Academy</td>
<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, PDR mentoring etc.</td>
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<tr>
<td></td>
<td>Develop a 'contextualised leadership' offer that provides high quality opportunities for research leaders to engage in targeted development alongside their peers.</td>
<td>No</td>
<td>January 2023</td>
<td>The Academy</td>
<td>- RISA Conference delivered with minimum 100 registrations and strong evaluation of benefits, including continued ongoing collaboration with UKRSA.</td>
<td></td>
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<tr>
<td></td>
<td>Continue to engage research leaders and research support leaders in executive level leadership development.</td>
<td>No</td>
<td>April 2023</td>
<td>The Academy</td>
<td>- At least two blogs/series on the Researcher Hub through which researchers share their learnings and experiences.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>See also PCDM in relation to PI network activities.</td>
<td>No</td>
<td>December 2022</td>
<td>RISA</td>
<td>- A 20% increase in technicians engaging in leadership development.</td>
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<td>- Launch the 'Academy on Demand' online portal with clearly themed resources for researchers and research leaders.</td>
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</tbody>
</table>

**Complete for submission**

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

**December 2022: Annual Progress Update**

Faculty of Humanities and Social Sciences update: HSS RSA members are engaged in professional development activities, including organising L&L sessions and conference organisation. An additional 5 HSS PDRAs are engaged in Prosper.

Academy update: Case studies illustrating individuals who have engaged with the Making an Impact programme, the impact on their experiences and applying for future roles are available at: https://www.liverpool.ac.uk/researcher/case-studies/
Diverse careers

The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research.

PCD5

Recogntise that moving between and working across employment sectors can bring benefits to researchers, and support opportunities for researchers to experience this.

The cross-Faculty Broadening Horizons Mentoring scheme funded by Wellcome Trust for research staff interested in translational science. No July 2022 The Academy/ HLS R&D

At least 5 research staff engaging with a mentor from industry

PCD2

Managers support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training and secondments.

Prosper Project will provide a renewed development model, portal and associated suite of resources to allow postdocs to recognise and maximise career opportunities across multiple career pathways. The portal resources will be evaluated and tested by a mix of focus groups and by usage by those in the cohort.

Participants will be monitored throughout the cohort journey including mandatory reflective journal entries, attendance at focus groups and pulse surveys that will provide insights into the experience of participating in the cohort.

No National second stage pilots across three partners begins March 2022 December 2022 Prosper Team

As part of the development of Prosper a second cohort of at least 75 PDRAs across the 3 partner institutions will participate in an intensive series of development activities associated with different 'career clusters' co-designed with employers.

At least 80% of the postdocs surveyed indicated a positive impact of Prosper on their career development.

PCD2R

Researchers explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments.

Prosper will continue to work with an increasingly engaged cohort of employers to continuously improve materials and resources linked to careers beyond academia.

Faculty of Health and Life Sciences Fellowships Strategy Group to explore the possibility of developing strategic partnerships with other HEIs to develop ‘exchange’ programmes for ECRs to facilitate independence and mobility.

No March 2023 Prosper Team

At least 140 individuals associated with 90+ employers engaged in Prosper

PCD9

Researchers consider opportunities to develop their awareness and experience of the wider research system through for example knowledge exchange, policy development, public.

PDRAs to have access to the new LIV-SRF Voucher Scheme which is designed to fund small pump-priming projects that have the potential to develop new areas of research by offsetting the costs of accessing our Shared Research Facilities (SRFs).

No May/June annually The Academy/ Alumni Office

At least 5 sessions with Liverpool alumni currently employed in the private sector

PCDM 2

University of Liverpool Research Staff Association update: The recordings of NPDC2021 sessions relating to all-academic careers are flagged in weekly RSA email.

Faculty of Health and Life Sciences update: The Broadening Horizons Mentoring Scheme was targeted at Early Career Researchers undertaking or interested in undertaking translational research and funded by Wellcome. Alongside mentoring sessions, the programme also offered networking opportunities via an online platform and regular events throughout the year. It was run from October 2020 and then again from October 2021. Each iteration of the programme provided mentoring for 5 researchers and they were matched with industry mentors. The programme consisted of 10 separate Programme Partner Companies who operated as the first point of contact for mentors or mentees and represented their organisations whilst working with leaders from the range of 50+ organisations taking part. Outputs of the programme included excellent publications, including:

- Your mentoring companion
- Having great mentoring conversations
- Participant onboarding companion

Prosper update: 2nd Cohort of 75 is in place due to finish Feb 2023. Their journey is being evaluated via entry, exit and pulse surveys. Prosper portal will launch to the sector in summer 2023. Cohort 1 Evaluation report (now available) can provide evidence of growth in Cohort 1 postdocs confidence to self reflect and explore careers beyond academia. Also data on roles they have moved onto. In addition 70% of the cohort had engaged with employers beyond Prosper. We also have 8 case studies from Cohort 1 that provide extra evidence.

Excerpt from Prosper December 2022 update on cohorts: “Although it’s early days (the first cohort ended in April 2022) and it will take time for the full impact on outcomes to manifest, the early results are nonetheless striking. To date we’ve had 11 move onto roles beyond academia. 7 have moved to roles not based in Universities or HEIs, 2 have moved into professional service roles within HEIs, this is worth a mention as transitioning ‘beyond academia’ needn’t mean not working within a university – as there is a large body of professional services roles at institutions that many postdocs would both enjoy and be well suited for. These roles are often easily overlooked despite being of potential interest for those postdocs who still wish to work in an academic setting without pursuing the ‘traditional’ academic ladder route. And last but not least, 2 postdocs have begun their own consultancy businesses…. These are just the early job-related outcomes, but we are also interested in tracking the behaviour change at an earlier stage, i.e. submitted job applications and other forms of engagement with employers beyond academia. Here too the pilot had a marked impact – a majority of the cohort (~70%) used what they had learned to engage with employers beyond academia above and beyond any contact they had through Prosper itself – whether this be via networking, or for the purposes of informational interviews, and so on…. From the concrete aspiration to identify and pursue opportunities beyond academia through to more general life skills such as self-reflection and career development participants showed statistically significant growth in their confidence in these areas after their time with Prosper. These results are really encouraging as it provides us with evidence that Prosper is affecting a transformation in mindset, giving postdocs the confidence and information, they need to take control of their futures and chart a more informed professional course, one that enables them to realise their full potential and explore all of the many options open to them in the wider world.”

The recording of NPDC2021 sessions relating to all-academic careers are flagged in weekly RSA email.

The Academy update: taking place over 5 weeks from 9th May -10th June 2022, for Making an Impact 2022, the majority of sessions were delivered online and enriched with asynchronous material and complimentary online resources, which can be found on the Researcher hub and are themed by key research impact objectives which include:

- Boost your academic research impact and knowledge exchange potential.
- Capture and share information and evidence relating to research impact.
- Develop the reach of your research activity, interdisciplinary exchange and collaboration.
- Contribute to a positive and inclusive research culture.

Making an Impact 2022 sessions were delivered by Vice Chancellors, the Metro Mayor of Liverpool, Chief Executives, leading academics, professional bodies, equity and diversity specialists, University of Liverpool alumni, research impact leaders, external and internal facilitators and consisted of a mixture of workshops.
### List of Abbreviations:

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>APVCo R&amp;I</td>
<td>Associate Pro-Vice Chancellors for Research and Impact from each Faculty</td>
</tr>
<tr>
<td>APVCo RE&amp;PR</td>
<td>Associate Pro-Vice Chancellor for the Research Environment and Postgraduate Research</td>
</tr>
<tr>
<td>CEDARS</td>
<td>The Culture, Employment and Development in Academic Research Survey which replaced the CROS and PIRLS surveys</td>
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<tr>
<td>COAR</td>
<td>Confederation of Open Access Repositories</td>
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<td>CROS</td>
<td>Careers in Research Online Survey</td>
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<tr>
<td>CSG</td>
<td>Concordat Steering Group</td>
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<tr>
<td>EAP</td>
<td>Employee Assistance Programme</td>
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<tr>
<td>EDI</td>
<td>Equality, Diversity and Inclusion</td>
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<tr>
<td>EPVC</td>
<td>Executive Pro Vice Chancellor – each Faculty is led by an EPVC.</td>
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<tr>
<td>EQIA</td>
<td>Equality Impact Assessments</td>
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<tr>
<td>FAIR</td>
<td>FAIR Data Principles (Findable, Accessible, Interoperable, and Reusable)</td>
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<tr>
<td>FLTHE</td>
<td>Foundations of Learning and Teaching in Higher Education</td>
</tr>
<tr>
<td>FMO</td>
<td>Faculty Management Office in the Faculty of Health and Life Sciences</td>
</tr>
<tr>
<td>FMT</td>
<td>Faculty Management Team</td>
</tr>
<tr>
<td>FRSC</td>
<td>Faculty Research and Impact Strategy Committee</td>
</tr>
<tr>
<td>FSE</td>
<td>Faculty of Science and Engineering</td>
</tr>
<tr>
<td>HE</td>
<td>Higher Education</td>
</tr>
<tr>
<td>HR</td>
<td>Human Resources</td>
</tr>
<tr>
<td>HEIF</td>
<td>Higher Education Industrial Fund</td>
</tr>
<tr>
<td>HLS R&amp;I D</td>
<td>Research and Impact Directorate within the Faculty of Health and Life Sciences</td>
</tr>
<tr>
<td>HSS</td>
<td>Faculty of Humanities and Social Sciences</td>
</tr>
<tr>
<td>IIB</td>
<td>Institute of Integrative Biology</td>
</tr>
<tr>
<td>ISMIB</td>
<td>The Institute of Systems, Molecular and Integrative Biology in the Faculty of Health and Life Sciences</td>
</tr>
<tr>
<td>IVES</td>
<td>The Institute of Infection, Veterinary and Ecological Sciences in the Faculty of Health and Life Sciences</td>
</tr>
<tr>
<td>IPH</td>
<td>The Institute of Population in the Faculty of Health and Life Sciences</td>
</tr>
<tr>
<td>L&amp;M</td>
<td>Leadership and Management</td>
</tr>
<tr>
<td>N8</td>
<td>A Research Partnership collaboration of the eight most research-intensive Universities in the North of England, including Liverpool</td>
</tr>
<tr>
<td>OD</td>
<td>Organisational Development</td>
</tr>
<tr>
<td>PCAP</td>
<td>Postgraduate Certificate Academic Practice</td>
</tr>
<tr>
<td>PDP</td>
<td>Personal Development Plan</td>
</tr>
<tr>
<td>PDR</td>
<td>Professional Development Review (UoL staff appraisal review)</td>
</tr>
<tr>
<td>PDA</td>
<td>Post Doctoral Research Associate</td>
</tr>
<tr>
<td>PIRLS</td>
<td>Principal Investigators and Research Leaders Survey</td>
</tr>
<tr>
<td>PIs</td>
<td>Principal Investigators</td>
</tr>
<tr>
<td>Project SHAPE</td>
<td>An ambitious change and restructuring programme aimed at effectively integrating the research and education agendas within the Faculty of Health and Life Sciences.</td>
</tr>
<tr>
<td>Project RISE</td>
<td>Research in an Inclusive and Sustainable Environment initiative is focused on inclusive and sustainable working practices and will address challenges around COVID 19 and the differentiated nature of the implications for researchers at all career stages.</td>
</tr>
<tr>
<td>Prosper Project</td>
<td>A £4.4 million Research England funded project to enhance first-time postdoctoral career development and success</td>
</tr>
<tr>
<td>PTO</td>
<td>Professional, Technical and Operational (PTO) roles</td>
</tr>
<tr>
<td>PVC R&amp;I</td>
<td>Pro Vice Chancellor for Research and Impact</td>
</tr>
<tr>
<td>RDF</td>
<td>Research Development Framework</td>
</tr>
</tbody>
</table>

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### December 2022: Annual Progress Update

1. **Engagement and Commercialisation**
   - **Obligation:** Complete for submission
   - **Responsibility:** In line with LIV-SRF Voucher Scheme application timeframe
   - **Targeted Impact:** At least 1 successful PDRA applicant per year to the new LIV-SRF Voucher Scheme

2. **Researcher Development Framework**
   - **Obligation:** To be completed only when reporting on action plan
   - **Deadline:** December 2022
   - **Targeted Impact:**
     - At least 1 successful PDRA applicant per year to the new LIV-SRF Voucher Scheme
     - Completion of 66 development sessions
     - Over 1320 registrations from 700 individuals

3. **From Liverpool to Impact**
   - **Obligation:** Webinars, keynotes, masterclasses, panel discussions, and 11 career consultations. Over 100 external and internal speakers provided 66 development sessions, 60 of which were delivered live, with over 1320 registrations from 700 individuals.
   - **Deadline:** December 2022
   - **Targeted Impact:**
     - At least 1 successful PDRA applicant per year to the new LIV-SRF Voucher Scheme
     - Completion of 66 development sessions
     - Over 1320 registrations from 700 individuals

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**Further Information can be found in the annual report:**

[https://www.liverpool.ac.uk/media/brook/Research/documents/MakinganImpact2022ReportFINAL.pdf](https://www.liverpool.ac.uk/media/brook/Research/documents/MakinganImpact2022ReportFINAL.pdf)
Note on repeated clauses in Action Plan template above (just for information):

i. EC3 (in two sections: wellbeing and mental health + bullying and harassment)

ii. ECM3 (in three sections: wellbeing and mental health + bullying and harassment + research integrity)

iii. EC4 (in two sections: wellbeing and mental health + equality, diversity and inclusion)

iv. EC5 (in two sections: equality, diversity and inclusion + research integrity)

v. ECR4 (in two sections: bullying and harassment + research integrity)

vi. PCD16 (in two sections: championing professional development + career development reviews)