

## Appendix 1: Report on Action Plan to Support the Implementation of the Concordat to Support the Career Development of Researchers: 2020-2022

### This document contains:

- Actions for 2020-2022
- Strategy for 2020-2024

Note: A list of abbreviations is available at the bottom of the document.

A: RECRUITMENT AND SELECTION						
Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.						
Clause #	Concordat clause outline and action(s) 2020-2022	Lead	Success measure (2020-2022)	Timescale for Completion	Progress Update	Outcome/ Result
A.1.1	All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.				Achieved 2017 - embedded in practice and business as usual.	No further actions anticipated at this time.
A.1.2	Employers should strive to attract excellence and respect diversity (see Principle 6). Recruitment and selection procedures should be informative, transparent and open to all qualified applicants regardless of background. Person and vacancy specifications must clearly identify the skills required for the post and these requirements should be relevant to the role.					
1.2.1	Review and, where necessary, refresh Recruitment and Selection Training to ensure consistent and equitable practice from all mandated roles	HR/ The Academy / APVCs R&I & APVC RE&PR	Effective Recruitment and Selection Training available and actively engaged in by Research Leaders and parallel roles, with a 20% increase on current baseline.	January 2021	<p><b>Overview:</b> Results from Culture, Employment and Development in Academic Research Survey (CEDARS) 2021 survey indicated that 86% of UoL researchers felt their recruitment was fair (up from 80% in 2020 CEDARS), 79% felt their recruitment was inclusive up from 71% in 2020) and 77% felt their recruitment was transparent (compared with 70% in 2020). This indicates an overall 21% increase on the current baseline. Additionally, Liverpool's 2021 results were positively higher compared with the overall 2021 national average when benchmarking figures (Fair 85%, Inclusive 78% and Transparent 78%) were made available.</p> <p>The refreshed recruitment and selection training processes are expanded upon in detail on the updated <a href="#">HR Staff intranet recruitment pages</a> [staff login required] which cover all aspects of our recruitment policies and procedures, from the first steps to be taken through selection to appointment and beyond. Supplementary to this, the Recruitment and Selection training module is available for all research leaders, and includes information and guidance regarding processes and paperwork, apprenticeships, work experience, engaging agency staff, visas and immigration.</p> <p><b>Further taking forward the ongoing work in effective recruitment and selection training, local illustrations of effective practice include:</b></p> <p><b>School of Physical Sciences:</b> Have developed a Recruitment best practice guide on behalf of the whole Faculty, which includes information about PDRA recruitment and selection, including DORA principles.</p> <p><b>School of Electrical Engineering Electronics &amp; Computer Sciences:</b> All staff complete mandatory training and this is monitored to ensure staff complete the requirements. Work has taken place to bring the PDRA recruitment processes in line with best practice in core recruitment.</p> <p><b>School of Environmental Sciences:</b> The Research Strategy Group is responsible for driving the research direction for the School. The membership includes Academic representatives from each Research Group, representatives from the Early Career and Postdoctoral Research communities, an Officer with responsibility for Fellowships, Director of PGR and the Director of Research (Committee Chair) and is</p>	Achieved - embedded in practice and business as usual.

					<p>supported by the School Research and Finance team. The aim of the Research Strategy Group (RSG) is to develop policies, ideas and future directions to enhance the research, environment and impact profile of the School.</p> <p>Structurally RSG passes recommendations to the Senior Management Team, who ultimately will act on those recommendations. Academics (Lecturer to Reader) receive an annual individual research support budget for research and profile-raising activity (e.g. Conferences, networking events). Enhancing research is achieved through School level workshops for example to support grant writing or writing better articles. RSG co-ordinates informal and formal internal reviews of outputs to enhance impact of publications in a collegiate supportive environment.</p> <p><b>Example of impact on research staff and illustration of good practice – School of Environmental Sciences:</b> PDRA panels are involved in short-listing applicants for interview. An observer is present on all short-listing panels to ensure that the School recruitment posts follow EDI policy and that the panel watches the Royal Society Unconscious Bias video prior to the discussions. San Francisco Declaration on Research Assessment (DORA) is also mentioned in all job descriptions. The School has produced an example sheet for staff when they are new to observing.</p> <p><b>The Faculty of Health and Life Sciences</b> has a revised Tenure Track Fellowship (TTF) policy (<a href="#">see Action 1.2.1 of the 2015-2019 report for further information about the TTF scheme</a>) which ensures that anyone involved in the recruitment process has had appropriate training and development.</p>	
1.2.3	Review and, where necessary, refresh the Unconscious Bias Training offer to ensure consistent and equitable practice from all relevant roles. (See Section 6.1.1 of the 2015-2019 review report)	The Academy & APVCs R&I & APVC RE&PR	Unconscious Bias Training available and actively engaged in by 10% of research staff (building on currently low engagement)	January 2021	<p><b>Overview:</b> Unconscious bias training is provided on a monthly basis and is open to all Research staff to attend. The % of research staff that have engaged with centrally-offered Unconscious Bias Training is 5% during 2021 (contrasted with 3.7% of research staff engaged with unconscious bias training in 2020). However, these figures should be understood in the context of the significant local UB training that is undertaken. For instance, 100% of those involved in REF engaged in Unconscious Bias Training in 2020-2021– via the University’s Research Impact Strategy Committee (14); Faculty REF groups (50); Heads of Department (45); Research Deans (16); Unit of Assessment Leads (24); Output chairs/moderators (71); Environment leads (31); Institutional environment lead (1); and Impact leads (35); making a total of 287 (i.e 52% of managers of researchers). Engaging staff in the range of EDI focused development remains a key focus for the University and we have invested significantly in the EDI team during 2021 to further progress this aim.</p> <p><b>Additionally, some local illustrations of effective practice include:</b></p> <p><b>School of Physical Science:</b> The School has compulsory EDI training for all staff and arrange additional training such as “Understanding Unconscious Bias” and “Making Better Decisions in Groups” for recruitment panels.</p> <p><b>Example of impact on research staff and illustration of good practice – School of Environmental Science:</b> 100% staff complete mandatory unconscious bias training and this is monitored to ensure staff complete the requirements. There is a School recruitment policy for research staff and split panel of males/ females and where possible, a PDRA. As PDRA staff attending School Committee this allows them to have input to new School policies. An unconscious bias video is shown at both stages of shortlisting and interview to the panels.</p>	Embedded in practice and business as usual.
1.2.4	Research, design and publish ‘effective practice’ guidance on all aspects of Postdoc recruitment and employment (Inc. cultural transition, return to work, extended leave, parental rights)  (See also 3.1.1, 3.2, 3.3.1, 3.5.2, 3.10.1, 5.5.1 & 7.1.1 of this document)	Co-creation led by HR the Prosper Project Team and HR with cross-faculty input	Guidance disseminated to all research managers / PIs and related roles through targeted communications. 100% research staff made aware of guidance via <a href="#">UoL RSA</a> and associated channels, including Athena Swan Faculty Groups. Ensure effective feedback loops from ECR Networks and Reps to monitor impact on practice.	June 2021	<p><b>Overview:</b> Based in <a href="#">The Academy</a>, Prosper is a new approach to career development that unlocks postdocs’ potential to thrive in multiple career pathways. The ultimate goal is to open up the huge talent pool that exists within the postdoctoral research community, to the benefit of postdocs themselves, Principal Investigators, employers and the wider UK economy. This is more relevant now than ever - unlocking postdocs’ expertise and experience will be vital as the UK moves into a successful post COVID-19 world. Prosper is led by the University of Liverpool, working alongside our partners at the <a href="#">University of Manchester</a> and <a href="#">Lancaster University</a>, and is funded by the <a href="#">Research England RED fund</a>. Prosper’s 3 pillars are: co-creation with employers, democratisation of access and recognition of the pivotal role of Principal Investigators in postdoc career development. In September 2020, we launched the Prosper PI network, a first of its kind where Principal Investigators and managers of researchers come together to share and evolve best practice in postdoc career development. The network puts PIs and managers of researchers at the centre of championing postdocs and driving change in how we approach their career development. The network gives PIs the opportunity to:</p> <ul style="list-style-type: none"> <li>• Share experiences and build relationships with employer partners, opening up new networks and opportunities for collaboration.</li> <li>• Raise the profile and recognition accorded to successful postdoc development at institutional level.</li> <li>• Influence, pilot and shape the development of Prosper and its resources to support both PIs and postdocs in their career development.</li> <li>• Share knowledge and learn from colleagues across the full range of disciplines at the University of Liverpool and Prosper’s partners, the University of Manchester and Lancaster University.</li> </ul> <p>Additionally, the <a href="#">refreshed recruitment pages</a> contains all aspects of post-doc related recruitment policies and procedures, from the first steps to be taken through selection to appointment and beyond, including visas and immigration for international postdoc staff appointments. The pages reflect the University of Liverpool’s commitment to recruiting a workforce with appropriate expertise and experience, which is well-motivated and performs effectively and which reflects the diverse wider national and international research community.</p> <p>More information on the dissemination of guidance and sharing of practice around employer policies across various University channels and fora, including the ECR Networks is detailed in the report against Action 6.4.1 in this document. The resources outlined above are frequently linked to via a weekly e-bulletin sent out to all staff on a research only contract as part of the “Did you know?” section. This information is therefore regularly signposted to over 880 researchers. Moreover, every month researchers and research related staff, newly appointed by the University are invited to a virtual coffee meeting hosted by the UoL RSA via a welcome email that is sent out to all new starters at the University on a research only contract. This email also includes a link to <a href="#">HR policies and procedures</a> (accessed via staff intranet). The coffee meeting provides new starters with the opportunity to meet other researchers at the University and for them to be welcomed to the University by their peers right at the beginning of their contract. It also creates the space to enable the UoL RSA to informally signpost new</p>	Achieved - embedded in practice and business as usual.

					<p>starters to information that may be useful to them and answer any questions they may have about working at the University.</p> <p>The effective feedback loops from the central RSA and various local ECR Networks are made possible via the 23 postdoc liaison members who represented all the Schools and Institutions across the University: <a href="https://www.liverpool.ac.uk/researcher/uol-rsa/steering-committee/">https://www.liverpool.ac.uk/researcher/uol-rsa/steering-committee/</a> A Teams Channel has been set up for sharing of effective practice, and feedback, in addition to monthly virtual coffees where the liaison members are invited to stop by and discuss/ share practice happening across Faculties, and take back to their schools and institutes information about central initiatives and information that is useful to PDRAs at local levels. These 23 reps continue to monitor impact and practice and during the pandemic, have utilised the Teams Channel to also share information on employment-related queries, gather feedback on Terms of Reference of local PDRA networks, etc.</p> <p><b>Example of impact on research staff and illustration of good practice – Research Staff Conference session:</b> In a regular talk titled “Eight days a week: the Rights and Responsibilities of Postdocs”, an HR Business Partner at the University of Liverpool explains the University’s postdoc-related policies in depth regarding issues ranging from holiday leave to sick pay entitlement. A recording of one such session from the <a href="#">Research Staff Conference</a> can be asynchronously accessed via the Research Hub, and is signposted in the Welcome email that goes out monthly to all new research staff.</p>	
1.2.5	Design and launch new obligatory role-related training module that explains the Researcher Development Concordat Principles and resulting responsibilities for staff (See also 2.2.2, 3.10.2, 5.3.2 & 7.1.1 of this document)	The Academy  The Academy/RPI	<p>Launch of the online Researcher Development Concordat module for all relevant staff groups (via targeted comms)</p> <p>Completion of obligatory role-related module by at least 20% new grant holders within six months of beginning grant.</p>	<p>May 2020</p> <p>Rolling monitoring after launch with assessment point May 2021</p>	<p><b>Overview:</b> Results from Culture, Employment and Development in Academic Research Survey (CEDARS) illustrate that the number of Liverpool staff reporting they do not have any awareness of the Concordat dropped from 36% in 2020 to 30% in 2020, which is significantly lower than the 2021 sector average of 45% of researchers reporting that they do not have any awareness of the Researcher Development Concordat. This positive trajectory at Liverpool could be attributed to the range of work being done to raise the profile of the Concordat at Liverpool as highlighted across this report, and particularly in Action 7.1.1 and also reflective of the launch of the module, which can be accessed from this page: <a href="https://rise.articulate.com/share/2qqPlw-ElhAm5MOPGKfrefUHDbewt3VE">https://rise.articulate.com/share/2qqPlw-ElhAm5MOPGKfrefUHDbewt3VE</a></p> <p>To ensure that at least 20% new grant holders complete this obligatory role-related module by within six months of beginning grant, the module is signposted to staff during induction via the role related obligatory framework, via the PGR Supervisors’ Network on Canvas and regularly via various local level e-bulletins and newsletters. A link to the module has also been added to the ‘Development and Support’ section of the annual PDR form and to the Concordat pages on the University’s <a href="#">Researcher Hub</a>, ensuring that it is clearly and effectively signposted to all new grant holders since May 2021.</p> <p>The Researcher Development Concordat module aims to provide an understanding of the Concordat, and associated responsibilities for Principal Investigators and Research Staff. It is made up of six sections that provide information and resources on;</p> <ul style="list-style-type: none"> <li>• What is the Researcher Development Concordat</li> <li>• The Three Principles</li> <li>• Who is the Researcher Development Concordat for?</li> <li>• What does it mean for me as a Researcher?</li> <li>• Liverpool’s Statement of Expectations</li> <li>• Researcher Development Concordat at Liverpool.</li> </ul> <p>A brief quiz at the end reinforces understanding.</p> <p><b>Example of impact on research staff and illustration of good practice – The Academy:</b> The Researcher Development Concordat is central to how the Academy supports and develops early career researchers at the University of Liverpool and also sets out clear standards that research staff can expect from the University, as well as their responsibilities as researchers. It was therefore important to have the input from research staff (including PIs) in the development of the module. Members of the Research Staff Association core committee and PIs provided valuable insights and constructive feedback on the content and format of the Researcher Development Concordat module whilst it was being created. Feedback from researchers that have completed the module have been extremely positive, with 75% finding the content very informative. The module has been described as well-structured and concise and a PI reported, “<i>It was useful to understand the framework in which professional development for researchers is designed.</i>”</p>	Achieved - embedded in practice and business as usual.
A.1.3	<b>Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.</b>				Completed in 2012 and updated in 2017	No further actions anticipated at this time.
A.1.4	<b>To assure fairness, consistency and the best assessment of the candidates’ potential, recruitment and progression panels should reflect diversity as well as a range of experience and expertise. In order to promote these values, individuals who are members of recruitment and promotion panels should have received relevant recent training. Unsuccessful applicants should be given appropriate feedback if</b>				Completed in in 2017. Ongoing promotion of Unconscious Bias training, as above	No further actions anticipated at this time.

	requested as this may be of assistance to the researcher in considering their further career development.					
A.1.5	The level of pay or grade for researchers should be determined according to the requirements of the post, consistent with the pay and grading arrangements of the research organisation.				Completed in 2016. Embedded in practice and business as usual.	No further actions anticipated at this time.
<b>B: RECOGNITION AND VALUE</b>						
Principle 2: Researchers are recognised and valued by their employing organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research.						
Clause #	Concordat clause outline and action(s) 2020-2022	Lead	Success measure (2020-2022)	Timescale for Completion	Progress Update	Outcome/ Result (i.e status of action)
B.2.1	Employers are encouraged to value and afford equal treatment to all researchers, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should ensure that the development of researchers is not undermined by instability of employment contracts. This approach should be embedded throughout all departmental structures and systems.				Completed in 2011. Embedded in practice and business as usual.	No further actions anticipated at this time.
B.2.2	Commitment by everyone involved to improving the stability of employment conditions for researchers and implementing and abiding by the principles and terms laid down in the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and Joint Negotiating Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisations.					
2.2.1	Maintain the University's <a href="#">Statement of Expectations</a> for Research Staff as a live document, reflective of current best practice	CSG & The Academy	Continue to review and update Statement of Expectations for Research Staff in light of national Concordat updates and effective practice. UoL Statement recognised within N8 and wider sector as good practice	On-going	The Concordat Steering Group continues to review the <a href="#">Statement of Expectations</a> (most recently revised in December 2021) that defines expectations around responsibilities of research staff and principal investigators with an emphasis on embedding professional practice, and a revised version was updated with information around the 10 Development Days and signposts the <a href="#">Guidance for the Researcher Annual Professional Development Allowance</a> . PIs are tasked with supporting the career development of researchers through a focus on development, a concern for the research environment and via the PDR as a vehicle for discussing career development. Researchers are similarly tasked with taking ownership of their career development by making the most of the support and opportunities the University makes available. Notably, they are expected to develop a plan for a career pathway, with support from the PI and using specialist University skills, advice and training. The expectation is that they will take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year. Additionally, the Prosper Portal provides information on having useful career discussions from Postdoc and PI perspectives.  The University of Liverpool's Statement of Expectations was used by the N8 PDRA Careers Working Group as an example of effective practice, and was subsequently used as the basis for the development of a similar document by colleagues at the University of Manchester.	Achieved - embedded in practice and business as usual.



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2.2.6	<p>Utilise the outcomes of Project SHAPE (the restructure of the Health &amp; Life Sciences Faculty) to pilot further key activities linked to Concordat principles. Proposed initiatives include:</p> <ul style="list-style-type: none"> <li>-Instigate new Faculty and Institute research strategies</li> <li>- ECR from the leadership group to sit on Faculty Research Strategy Group and relevant appointment Committees</li> <li>-Investigate a third career pathway for research scientists and technologists</li> <li>- A Faculty-wide Wellbeing template and overarching principles, with room for local modification depending on the composition of each Institute</li> <li>- Appointment of EDI and Wellbeing Champion to each Institute Leadership Team</li> <li>- Staff trained in Mental Health Awareness/First Aid in each Institute particularly those who are student facing or peer led</li> </ul> <p>(See also 2.6.1, 3.3.2 &amp; 3.13.1 of this document)</p>	<p>EPVC HLS and Project SHAPE Leadership Team</p> <p>Cascade of institutional learning from pilots and new activities led by Faculty Research &amp; Impact Directorate and Academy</p>	<p>Staff forums instigated in each of the new institutes (and / or at Faculty level) as a live forum to discuss Concordat-related issues</p> <ul style="list-style-type: none"> <li>- Launch of new Faculty and Institute research strategies</li> <li>- ECRs directly represented on all relevant Institute management teams and steering groups. Representatives actively liaising with relevant constituencies.</li> <li>- Representation numbers and membership by researchers actively monitored by Faculty and Institute Leadership Teams to develop a benchmark for ongoing effective practice.</li> <li>- Re-launch of the TTF Programme with greater Faculty oversight to ensure consistency and equality of opportunity (See section 1.2 of the 2017-2019 progress on Action Plan)</li> <li>- Monitor number of staff trained in Mental Health Awareness / First Aid to establish a benchmark</li> </ul>	<p>October 2020</p> <p>2020-2021 in line with Project SHAPE timeline, as new governance structures developed</p>	<p><b>Overview:</b> All staff forums since March 2020 have been taking place online, and the consequent flexibility and fewer barriers to participation have opened participation in the forums to a broader range of staff. The University hopes to retain this approach to wider engagement as we return to hybrid / on campus working. The range of staff forums that have been instigated at both Faculty, as well as School/Institute local levels, depend on local contextual considerations and structures. The new Forums instigated since January 2020 include:</p> <ul style="list-style-type: none"> <li>- Following the restructure brought about by Project SHAPE, the new Faculty and Institute research strategies and committees are all in place with representation from Early Career Researchers. Additionally, the Faculty EDI leads are now in place and all representatives feed into the ongoing Faculty Athena Swan applications. Additionally, there is postdoc representation on the HLS EDI Committee. Additionally, an ECR Leadership Group was established, meeting every 2 months, with strong engagement from ECRs and Deans. The April 2021 was devoted to discussing issues resulting from COVID lockdown and homeworking. Mental health and work-life balance were repeated concerns. Attended by APVC for research and Institute Deans. This feedback shaped Faculty plans to spend last tranche of Wellcome ISSF. Internal funding called to be launched Oct 21.</li> <li>- The Faculty Research &amp; Impact Directorate via HLS Fellowships Strategy Group supports the Faculty ECR Leadership network for TTFs. The Directorate is currently in the process of revisiting guidance for external fellowship holders and consideration for TTF. For these Independent Research Fellowships, the Directorate is developing a Faculty-wide strategy to foster a pipeline of externally-funded Research Fellowships from early career awards to the highest academic levels.</li> </ul> <p><b>Example of impact on research staff and illustration of good practice – Mental health Awareness/ First Aid in the Faculty of Health and Life Sciences:</b> There are 20+ staff trained in Mental Health Awareness/First Aid in each Institute across the Faculty, particularly those who are student facing or peer led. This training is completed through the PGR Ambassador programme. The Faculty's Research and Impact Directorate also lead on rolling out the PGR wellbeing peer-support programme for which PDRAs are involved. New Faculty weekly wellbeing newsletters as a result of COVID lockdown were established, and to date there have been 55+ editions. Additionally, a new Faculty EDI and Wellbeing Advisor role has been created with a specific focus on PostDoc Wellbeing.</p> <p><b>Institute of Systems, Molecular and Integrative Biology (ISMIB):</b> The ISMIB postdoc society representatives are invited to Institute Leadership Team to discuss activities to date, as well as future plans for the Society and support required from the Institute's Senior Leadership Team.</p> <p><b>Example of impact on research staff and illustration of good practice – Wellbeing Groups in all Institutes of the Faculty of Health and Life Sciences:</b> Wellbeing groups have been established in all institutes, which are part of, or feed into the Institute-EDI committees. Membership includes PDRAs, ECRs, PIs, the University's Family Friendly Advisors, etc. Plans are in place for Task and Finish Groups to set up to tackle specific actions, events, raise awareness, institute policy change, communication etc.</p> <p><b>School of Electrical Engineering Electronics and Computer Sciences:</b> The School is in the process of resurrecting and improving previous ECR and PDRA Forums. The Terms of Reference of both these fora help provide ECRs and PDRAs with formal opportunities to engage with relevant policy and decision making. Additionally, the School's EDI Committee includes PDRA representation.</p> <p><b>School of Engineering:</b> A new Equality &amp; Diversity committee has been established, with representation from PDRA and ECR staff. The committee covers a range of issues, including Wellbeing for research staff. A School Wellbeing group has been established and is considering communication, environment and recognition. Transparency and expectations are covered in a 'communications' document which is being developed with a view to encouraging to better practices.</p> <p><b>School of Environmental Sciences:</b> The School has a Wellbeing and EDI committee that has a post doc rep on the Board. All staff are offered the same support, links are on our websites and in the induction pack. Yearly we run wellbeing week activities. Updates are covered in the Departmental meetings available for all to attend. Staff Wellbeing survey and Cognitive Behavioural Therapy (CBT) training offered to all research staff, including PDRAs and ECRs.</p> <p><b>Example of impact on research staff and illustration of good practice – School of Physical Sciences:</b> A post-doc forum was created, consisting of postdoctoral researcher representatives from across various departments of the School. The Chair of the School's Postdoc Forum also attends the School Senior Leadership Team meeting. Additionally, the School has established a School Wellbeing team. The teams' main objective is to promote positive mental health and wellbeing within the School and provide support and guidance to any member of staff experiencing problems. The team organise events and initiatives to support mental health and wellbeing. A dedicated wellbeing room is provided for anyone working on campus, and the team have setup a dedicated email for research staff to write in with confidential queries. A current Faculty CBT programme is underway, which includes PDRA participation. Feedback was received from PDRAs from on-line 'anxiety murals' that were available anonymously to post comments and an action plan has been produced as a result of this. One of the actions was to design a 'checklist' for the PDRA supervisors of PhD students. The checklist defines some expectations and highlight wellbeing checks that should be made.</p>	<p>Achieved - embedded in practice and business as usual.</p>
B.2.3	<p><b>Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams. Employers should ensure that research managers are made aware of, and understand their responsibilities for the</b></p>					

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2.3.2	Continue to foreground the importance of effective PDR conversations for the on-going development of research staff. (See Sections 2.6.4 and 3.2.4 of the 2015-2019 review report)	The Academy / HR / Faculty APVCs R&I & APVC RE&PR	95% of research staff reporting a completed PDR (based on baseline data from 2015-2019 review report). Monitor PDR completions increase per faculty	Baseline identified from 2018-19 PDR cycle and targets agreed with Faculty leadership for 2020-21 and 2021-22	<p><b>Overview:</b> The University's 2020-2021 PDR deadline was moved from October 2021, to end of March 2021 to allow for the impact of the pandemic and research staff furloughs to be considered within completion rates. The 2019-2020 PDR completion rates were 85%, and work indicated below is ongoing to encourage PDR completion for the extended 2020-2021 period. See Action ER3 in the 2022-2024 Forward Action Plan. We are finding overall the University PDR completion rates are down compared to previous years, we have extended the PDR deadline till the end of March 2022 which we are aware is impacting our current completion rates as they still have 4 months to complete and sign off the PDR. Some researchers were furloughed due to the impact of Covid-19 on their research grant therefore a PDR was not expected until they returned to work. Due to labs being closed across campus and some research work ceasing for researchers, we understand it was felt that completing a PDR for some was unnecessary, or if they were directly involved with Covid research then they did not have the time to complete the PDR hence why this year we have extended the deadline for everyone to complete their PDR.</p> <p><b>Overview:</b> The University's updated PDR e-learning module (updated in 2021) contains specific information and guidance relating to research leadership. The new module on the Principles of the Researcher Development Concordat, along with the Statement of Expectations are linked to via the PDR system (embedded within the PDR forms on the Development and Support page) and prompted for research leaders during their PDR conversations with PDRAs and ECRs.</p> <p><b>Example of impact on research staff and illustration of good practice – Communication about having PDR conversations:</b> The weekly RSA ebulletin emailed to all researchers on a research only contract frequently signposts to the recorded PDR sessions available on the Researcher hub especially in the months leading up to the time when most PDR's take place. Enabling researchers to revisit or access for the first time at a time that suits them, sessions that have been developed and delivered taking into consideration the specific needs of postdocs and early career researchers in a PDR meeting. A blog post (<a href="https://www.liverpool.ac.uk/researcher/blog/posts/difficult-conversations/">https://www.liverpool.ac.uk/researcher/blog/posts/difficult-conversations/</a>) on the Researcher Hub by an externally-commissioned career development and leadership coach provide tips on how to have a difficult conversation with your manager. A recording of a session on the same topic facilitated by Denise for the National Postdoc Conference 2021 is also available at: <a href="https://www.liverpool.ac.uk/researcher/postdoc-appreciation-week/npdc/programme/c-parallel-sessions/psc4/">https://www.liverpool.ac.uk/researcher/postdoc-appreciation-week/npdc/programme/c-parallel-sessions/psc4/</a>. All these resources can be accessed throughout the year and together provide a comprehensive set of tips and tools to help researchers achieve a positive and productive PDR meeting. Feedback from Postdocs that have attended the PDR workshops have been extremely positive as highlighted in the testimonials below, <i>"The small group discussions about peoples' experiences of the PDR was really useful"</i></p> <p><b>Further taking forward the ongoing work of effective PDR guidance and maximising the impact of PDR for career planning and success from both the PIs/ research leaders and the research staff perspectives, local illustrations of effective practice include:</b></p> <p><b>Example of impact on research staff and illustration of good practice – School of Environmental Sciences:</b> The school has introduced a pre –PDR meeting with the Research Director and Management Services Team leader with a go to idea of what should be covered during the meetings and a post PDR meeting to see if there is any training that staff would like and if needed there will be a process for PIs to discuss any issues that may arise during these meetings. We already have a PDR briefing guide for staff who are new to being a PDR reviewer for researchers – this is in the process of being updated.</p> <p><b>School of Physical Sciences:</b> The Head of Department is the PDR reviewer for new-to-post and probationary research staff so that necessary support can be implemented.</p> <p><b>School of Environmental Sciences:</b> The school has introduced a pre-PDR meeting with the Research Director and Management Services Team leader with a go to idea of what should be covered during the meetings and a post PDR meeting to see if there is any training that staff would like and if needed there will be a process for PIs to discuss any issues that may arise during these meetings. The new PDRA contract in Ocean Sciences research group states they will have an annual PDR with their line manager or supervisor, which will reflect on achievements, plan future activity and review your goals and objectives, as well as training and support needs</p> <p><b>Faculty of Humanities and Social Sciences:</b> PDRs and their expectations are embedded throughout the Faculty and are discussed by Faculty, School and Department Management Teams.</p>	<p>Launched of new guidance on effective PDRs for Research Leaders and PIs Ensure Concordat Principles and <a href="#">Statement of Expectations</a> are linked to via the PDR system and prompted for research leaders</p>	Rolled over - see Action ER3 in the 2022-2024 Forward Action Plan in relation to researchers' PDRs.
2.3.3	Launch OD Dashboards enabling real-time monitoring of PDR completion rates and engagement in relevant training and development, sickness,	HR	Research leaders and all other managers within the institution able to actively monitor staff data at point of need and in line with local and institutional timelines (linked to Action	Licenses for use of Dashboards rolled out from March 2020. Monitoring of	Management information is now available for appropriate staff via the <a href="#">HR Management Information web-pages</a> [staff login required]. Work is ongoing to enable managers to access training completion data through the dashboard project. Timelines for the completion of this work were affected by the pandemic as the HR operational team's activities were repurposed. In addition, the Academy is developing a detailed proposal for investment in a Learning Experience Platform (LXP) to provide the basis for all online development. The roll-out of the chosen system, ahead of academic year 2022-23 will allow all managers access to up to the minute data on engagement and completion and development	Achieved - embedded in practice and business as usual.	

	absence and all other relevant employment data		2.3.2 in this document)	usage from March 2020 in line with agreed project timelines.	activities by their teams – as well as making access to such development far more flexible.	
2.3.4	Junior Group Leaders Programme will be piloted in partnership with IIB to inform lab-based researcher development (See Section 2.3.3 and 2.3.4 of the 2015-2019 review report)	IIB / APVC H&LS / The Academy	Pilot programme of 20-25 participants successfully recruited and feedback evaluated to inform forward planning for lab-based researcher development	February 2021	<p>This action was impacted as a result of Project SHAPE, an ambitious change and restructuring programme aimed at effectively integrating the research and education agendas within the Faculty of Health and Life Sciences. As a result of the Faculty restructure and the resulting disestablishment of IIB, the Programme pilot has not been taken forward.</p> <p>However, this action was taken forward in the School of Physical Sciences in the Faculty of Science and Engineering, who have developed a new Leadership Programme for Senior PDRAs / Research Co-ordinators. The programme commenced in May 2021 and is planned to be delivered on an annual basis, covering topics such as supervisory training, lab-based researcher development and leaders' duty of care.</p> <p>Centrally, in response to researchers' feedback and in the context of a changing professional landscape, in February 2021 the Academy launched a flexible and innovative <a href="#">Researcher Development (RD) Roadmap</a> that provides research and research-related staff the opportunity to create bespoke development pathways in support of their professional practice – including lab-based leadership, management and funding.</p> <p><b>Example of impact on research staff and illustration of good practice – the Academy RD Roadmap:</b> The <a href="#">RD Roadmap</a> has been designed to help researchers navigate the wealth of online content now available to support career development and progression and is intended to simplify access to topics, materials and resources linked to key development themes and available in a range of accessible formats. The name Researcher Development Road Map was also suggested by a member of the RSA committee and aspiring research leader. The Roadmap is designed around 4 key topics: Career Confidence and Progression, Engagement and Influence, Research Impact and Personal Effectiveness. The Leadership, Management and Funding resources are contained within the Career Confidence and Progression theme. The specially-curated resources are based on the ethos that a strong leadership culture is built on core values, behaviours and expectations for all leaders, at every level and that research staff are often involved directly and indirectly in the management of colleagues at different stages in their career. Each of the topics is highly valued and sought after by employers both within and beyond academia and content on the RD Roadmap is updated on a regular basis. As such, research and research-related staff are encouraged to explore the resources by regularly visiting as part of their continuing lab-based researcher development. Once launched the feedback below was received from a Postdoc. "Congratulations on this (road map) – nice graphics and great to have all of this information in one place. Great to see so many resources that are highlighted for each section around different elements of research leadership!" Since July 2021 to date, there have been 1296 hits on RD Roadmap pages, of which 110 have been on the Leadership pages.</p>	Achieved in the Faculty of Science and Engineering due to the Project SHAPE restructure – and also incorporated into the University's central RD Roadmap.
B.2.4	<b>Organisational systems must be capable of supporting continuity of employment for researchers, such as funding between grants, other schemes for supporting time between grant funding, or systems for redeploying researchers within organisations where resources allow. Funders are expected to make it a priority to consider how their policies, guidance and funding can be enhanced to help employers to achieve this objective.</b>					
2.4.1	Undertake a review of good practice in academic Schools, departments and institutes regarding availability and method of distribution of bridging funds (between grants) and disseminate across the University.	HR in liaison with Faculty APVCs R&I & APVC RE&PR	HR to collate information and create guidance for Depts. around the use of bridging funds Dissemination of this guidance via committee structures and appropriate online portals, with access and engagement monitored in order to establish a benchmark for ongoing effective practice	July 2020	<p>The refreshed <a href="#">HR redeployment</a> [staff login required] and <a href="#">Research Support Office</a> [staff login required] intranet pages collectively provide a central hub of information and guidance for departments in relation to the use of bridging funds. These include specific sections on:</p> <ul style="list-style-type: none"> <li>- Appointing to new posts</li> <li>- Making changes to existing staff</li> <li>- Timesheets</li> <li>- Parental leave and research projects</li> <li>- Industrial action and research-funded staff</li> </ul> <p>Dissemination of this guidance has been cascaded across the Faculties via the Research and Impact Strategy Committee (RISC), and then further through relevant local-level groups and committees.</p> <p>Further taking forward the ongoing work of effective practice and implementation of the use of bridging funds, local illustrations of effective practice include:</p> <p><b>Example of impact on research staff and illustration of good practice – No-cost extensions via Covid-related bridging funding:</b> Via the UKRI £3.8M Covid Extension Allocation (CoA), the University prioritised career development by allocating funds directly to extending the contract of researchers at the end of their contracts where appropriate. 62 sub awards from this funding allocation were made between July 2020 and Sept 2021. The examples of no-cost extensions that were granted included career development funding in relation to the University's various schemes as follows:</p>	Achieved - embedded in practice and business as usual..

					<ul style="list-style-type: none"> <li>• Clinical competitive seed fund: £25k</li> <li>• Equality and Diversity fund: £10k</li> <li>• Interdisciplinary and Industry fund: £11k</li> <li>• Non-clinical start up fund: £10k</li> <li>• Open Research allocation: £10k</li> <li>• Vet Clinical Leave Fellowship: £40k</li> </ul> <p><b>Example of impact on research staff and illustration of good practice – Faculty of Health and Life Sciences:</b> The pandemic has had a significant effect and a sustained impact on our research activities, particularly on the careers of our ECRs, and we have developed a range of support measures. The Wellcome Trust Institutional Strategic Support Fund (ISSF) Bridging Awards enabled £15k to be awarded for pandemic-related bridging for researchers between contracts from the original ISSF 3 award between 1st June 2020 and 31st May 2021. The fund was not managed as a competitive call but applications could be made on request. £14k was awarded for researchers unable to work at all due to lockdown from 23 March to 4 July 2020. Since then, the researchers have been working at a reduced FTE due to capacity restrictions in their labs. Furlough allowed their ISSF funded period to be extended to 30 September 2021. Wellcome Trust have subsequently extended the ISSF end date to 31 March 2023 and granted a supplement. An additional <b>£105k</b> has now been ringfenced for postdoctoral researcher support, which covers bridging. We have expanded the original bridging scheme to also cover end of contract supplements to enable activities such as drafting a paper or applying for follow on funding to be completed. The new bridging/end of contract scheme will be managed as three separate calls:</p> <ul style="list-style-type: none"> <li>• Round 1 launched in November 2021, closing on 31 January 2022 to give a slightly longer application period over Christmas and promote the new scheme</li> <li>• Round 2 to launch immediately afterwards, closing on 30 April 2022</li> <li>• Round 3 to launch again immediately afterwards, closing on 30 June 2022</li> </ul> <p>Decisions will be made by a panel comprising the APVC and Deputy APVC for Research and Impact, research leads from each of the four Institutes and the Faculty EDI and Wellbeing Officer. <b>More significantly, the Faculty has broadened the remit of the Wellcome ISSF Contract Supplement Fund for future rounds, and will invite applications from researchers for temporary incremental buy-out time to focus on fellowship applications. This came about as a result of consultation with the Faculty postdoc and ECR reps, who suggested this could empower postdocs to approach their PIs, as their PI would be financially compensated for their time away from their project.</b> Full details can be found at <a href="https://www.liverpool.ac.uk/intranet/health-and-life-sciences/research/welcome-issf/bridging/">https://www.liverpool.ac.uk/intranet/health-and-life-sciences/research/welcome-issf/bridging/</a></p>	
2.4.2	Ensure <a href="#">Researcher Hub</a> web pages provide access to all relevant information, guidance and policy. (See Section 3.6.1 of the 2015-2019 review report)	The Academy	1200 unique visitors accessing the online resources and information relevant to research staff between 2020-2022	January 2022	<p>The work/ life balance pages of the Researcher Hub pages were redesigned in October 2021 to make it easier for all Research Staff – from Early Career to Supervisors and Principal Investigators – to find the information they need quickly in particular regarding University policies. Altogether, there have been 45,000+ unique page views across all the online resources and information on the Researcher Hub pages – indicating a huge spike in engagement compared to what was forecasted. This is attributable in part to the impact of the pandemic and the Researcher Hub being a key point for information and guidance for research staff across all aspects of professional and career development, research culture and environment and employment.</p> <p><b>Example of impact on research staff and illustration of good practice – Researcher Hub Central Development Opportunities pages:</b> Responding to research staff feedback about there not being one <a href="#">single page for researcher development opportunities</a> offered at both central and local levels across the University, the refreshed Researcher Hub contains a section added in 2021, which forms a central point of information about staff development opportunities that are offered to researchers and academics across the University, augmenting existing communications regarding local initiatives. Whilst it is not compulsory for all sessions to be advertised, the provision of this point of information has proven to benefit particularly those staff new to the University, who are seeking information to engage in the development of their research. Additionally, the refreshed Hub pages also now house central information relating to the RD Roadmap, Online Development resources and Writing Resources for researchers. The University leads a series of activities to celebrate Academic Writing Month all through November via the WriteFest Programmes. WriteFest is an academic write-a-thon that happens every year, catering to the specific needs of research and academic writers. The global academic community has now taken up the annual challenge to support each other to pledge their writing projects, record progress, and share thousands of writing tips via social media hashtags such as <a href="#">#AcWriMo</a>. The annual <a href="#">University of Liverpool WriteFest programme</a>, housed on the Researcher Hub, brings together researchers from across the university and at least 20 other partner universities (via UKRSA and the Postdoc Futures group) to recognise and celebrate writing. Drawing on the format of academic writing retreats, the festival aims to provide protected time and space to help researchers to develop good writing practices and strategies; overcome writing blocks with a proactive approach; and spend some time out writing with others and broadening one's professional network.</p>	Achieved - embedded in practice and business as usual.
B.2.5	<b>Pay progression for researchers should be transparent and in accordance with procedures agreed between the relevant trade unions and the employers nationally and locally. In HEIs, pay progression will be in accordance with the Framework Agreement, though recognising the flexibility that institutions have in implementing the Framework.</b>				Completed in 2016 - embedded in practice and business as usual.	No further actions anticipated at this time.

B.2.6	Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay progression. Promotion opportunities should be transparent, effectively communicated and open to all staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies.					
Clause #	Concordat clause outline and action(s) 2020-2022	Lead	Success measure (2020-2022)	Timescale for Completion	Progress Update	Outcome/ Result
2.6.2	Demonstrate the real-world benefit of engaging in the above via 'live' case-studies and ECR Career Champions	The Academy APVCs R&I / APVC RE&PR / The Academy	Inclusion of one case study of a research staff member within the University's monthly Research and Impact newsletter, reflecting the diversity of staff  Engagement between the RSA and local ECR Networks seen as a key mechanism for developing transferable leadership skills, with at least one active representative from each Institute/School on the RSA steering committee	On-going  On-going with annual monitoring of engagement	<p><b>Overview:</b> The University's monthly <a href="#">Research and Impact newsletter</a> now contains a dedicated section on 'Our People' which highlights Liverpool research staff each month. The case studies range from showcasing PDRAs, ECRs, to PIs, Research Leaders, Technical Staff and Research Teams. Over 2000+ internal and external subscribers receive this newsletter monthly.</p> <p>The co-Chairs and deputy co-Chairs of the University's Research Staff Association (RSA) represent Postdocs and ECR's on numerous internal panels within the University including the Concordat Steering Group, Research and Impact Committee, Athena Swan, Research in an Inclusive and Sustainable Environment (RISE), Prosper planning Board, Tender Committee for the UoL Staff Survey. As well as national committees which include the UKRSA and Postdoc futures.</p> <p><b>Further taking forward the ongoing work of engagement between the RSA and local ECR networks, local illustrations of effective practice include:</b></p> <p><b>Example of impact on research staff and illustration of good practice – Faculty of Humanities and Social Sciences:</b> The Faculty's <a href="#">Early Career Researchers' Network</a> has been created to help University of Liverpool ECRs hone their research and wider academic skills and learn from their more experienced peers across the institution. The Network is open to PGRs (from first year onwards) to PDRAs and ECR Research Fellows, to mature ECRs, to allow as wide a group as possible to come together and benefit from the insights and knowledge of their contemporaries and wider colleague community. The Network runs a regular series of events focussed on topics relevant to ECRs starting out or more general research issues with an ECR slant. A Faculty ECR Working Group is also being created. This will be made up of ECR reps from each of our four Schools who in the long term will be responsible for driving the Faculty ECR agenda and organising events. This will result in an ECR Network run by ECRs for ECRs. Additionally, the Faculty representatives on the Concordat Steering Group have been refreshed in order to increase engagement with RSA through HSS ECR networks.</p> <p><b>Example of impact on research staff and illustration of good practice – The ECR Leadership Network in the Faculty of Health and Life Sciences:</b> The ECR Leadership Network (consisting of PDRAs and Early Career Research Fellows) is now in place, has met several times and is instrumental in helping the Faculty tackle the issues that are relevant to ECRs. There is especially good engagement from the Executive Deans and there is often at least 2 present in addition to the APVC and deputy APVC. Those representing their institutes are well engaged and solicit the views from colleagues in their respective areas. Additionally, PDRA reps are also part of the RSA core team, or contribute as liaison members.</p> <p><b>Faculty of Science and Engineering:</b> The Faculty has five ECR representatives on the RSA, engaging in institutional activities that support researchers, representing all Schools across the Faculty.</p>	Achieved - embedded in practice and business as usual.
2.6.3	Provide advice and guidance to research staff on 'gaining research independence' within the disciplines (See link with PI development in Sections 2.3.1, 3.2.4 and 3.10.1 of this document)	APVCs R&I / APVC RE&PR / RPI / The Academy	Publication of 2 Researcher Newsletters annually (in the style of our current <a href="#">Technically Speaking [intranet link]</a> magazine) to further foreground research staff opportunities and success. Once established, researchers will be asked to report on the role played by these resources in their success.	January 2021	<p><b>Overview:</b> The Researcher Development team published the <a href="#">1st edition of Pathfinder: Adventures in Researcher Land</a> in February 2021, a dedicated publication for researchers and research related staff across the University of Liverpool. There have been 70 unique page views for the blog about the 1st edition of the newsletter that also links to the newsletter. In this first edition, the articles reflect on the many development opportunities that took place during 2020 and include the personal experiences of the researchers that helped to co-create and delivery these activities. Also included are the positive comments and insights from members of the researcher community who participated in the panel session on <a href="#">"Inclusivity in Academia"</a> [staff login required] at the <a href="#">Research Staff Conference</a> in December 2020. The <a href="#">2nd edition</a> was published in November 2021 and reflected not only on the development opportunities that took place during 2021 but also the proactive engagement of researchers in moving forward a sustainable positive research culture, that considers all researchers. Three University of Liverpool Tenure Track Fellows share first-hand the highs and lows of their academic career journey. Followed by an article from <a href="#">Prosper</a> on how postdocs can get the most out of their time at Liverpool and unlock their own career potential.</p> <p><b>Example of impact on research staff and illustration of good practice – Translation-related Awards and training at University of Liverpool:</b> The University organised an <a href="#">Early Career Research Translational Training Event</a> on 13-15 December 2021, on the fundamentals of translational work which involved UoL in-house expertise, as well as industry, NHS, research funding bodies, and the 'patient' in PPIE. Additionally, a new funding scheme <a href="#">"ECR Dragon's Den Translational Award"</a> [staff login required]. The Early Career Researcher Dragon's Den Translational Award is open to Early Career Researchers (including postdoctoral researchers) who have potentially translatable research which is already underway can bid for pump priming funds of £15k per project (up to £60k available for all projects). As part of the Wellcome Institutional Translational Partnership award held by the Faculty of Health and Life Sciences, these two initiatives of the Award disbursement and training to develop translational research interest and capability in ECRs will continue to be developed.</p> <p>Further taking forward the ongoing work of effective practice around research staff recognition, local illustrations of effective practice include:</p>	Achieved - embedded in practice and business as usual.

					<p><b>Faculty of Health and Life Sciences:</b> The Faculty's Research and Impact Directorate facilitate a regular 'Impact Matters' Seminar Series which provides ECRs and postdocs an early opportunity pitch impact feedback, embed training and development translational research pump priming.</p> <p><b>Example of impact on research staff and illustration of good practice – Research Partnership and Innovation Directorate's Research Collaboration Resource Hub:</b> The Directorate is in the process of launching a <a href="#">Research Collaboration Resource Hub</a>. A virtual environment of resources to help the research community – particularly early career and postdoctoral researchers to feel informed and supported when initiating new relationships with collaborators and partners outside of Higher Education. The Partnership Development 'one-stop shop' presents a selection of new and existing resources and tools that are informed by best practice, University policies and practical advice. The Hub will bring together:</p> <ul style="list-style-type: none"> <li>• a selection of new and existing resources, tools, and guidance</li> <li>• funding opportunities, such as the <a href="#">Partnership Recovery and Resilience Fund</a></li> <li>• routes to collaboration development, such as consultancy, contract research, KTP, and student placements.</li> </ul>	
2.6.4	Actively promote opportunities for career progression, including academic fellowships, tenure-track positions and non-academic career pathways, within disciplinary contexts (See section 1.2 of the 2017-2019 progress on Action Plan)	APVCs R&I / APVC RE&PR / The Academy	Rolling publication of <a href="#">Researcher Success Case Studies</a> on the <a href="#">Researcher Hub</a> Web pages (at least 4 per year)	On-going	<p><b>Overview:</b> Researcher Success case studies continue to be published on the Researcher Hub, and recent examples have focused on the working environment for researchers in response to the pandemic. Recognising the impact of the pandemic on researchers' motivations and ways of working, the Academy has supplemented the case studies with synchronous informal sessions in which researchers come together via informal panels to share their career experiences, failures and successes. These recorded talks are all made available for later asynchronous access via the Researcher Hub.</p> <p><b>Example of impact on research staff and illustration of good practice – “The good, the bad &amp; the ugly about getting a Tenure Track Fellowship”:</b> In March 2021 an RSA lunch and learn session entitled “The good, the bad &amp; the ugly about getting a Tenure Track Fellowship” involved a panel of junior PIs sharing their personal experience and the path they took to achieve a tenure track fellowships at the Faculty of Health and Life Sciences. 93 researchers registered for the event across faculties and a recording of the session is available via the Researcher Hub: <a href="https://stream.liv.ac.uk/s/gc6z3ykh">https://stream.liv.ac.uk/s/gc6z3ykh</a> A similar a panel of Humanities and Social Sciences PI's has been scheduled for February 2022. However, building on the success of this formula of live case study sharing, similar sessions badged as 'From Liverpool to Impact' were offered during the annual flagship <a href="#">Making an Impact Series</a>, as case studies of successful Liverpool alumni who have moved into careers outside academia, and can be viewed via the Making an Impact <a href="#">resources pages</a>.</p> <p><b>Example of impact on research staff and illustration of good practice – Virtual Fellowship Schemes:</b> In 2021, the University of Liverpool created a visiting virtual fellowship offered to researchers at select partner universities, and specialising in the area of heritage. These international, virtual fellowships provide an opportunity for 7 candidates to gain collaborative research experience in an international research environment with the aim of publishing a specific piece of research in an international journal or equivalent venue and fostering long-term collaboration. The fellowships were open to researchers working in the field of heritage and to early career as well as established researchers. Details about the outputs and outcomes of the Fellowships, including researchers' showcase presentations at the end of the Fellowship can be viewed at this <a href="#">HSS Virtual Fellowships page</a>.</p> <p>Additionally, the International Development Office has launched a <a href="#">virtual fellowship scheme in partnership</a> with the University of Georgia (UGA) for postdoctoral and early career researchers to gain 3-6 months mentoring with an academic at UGA along with agreed training and opportunities to build international networks. In return, UoL staff will also have the opportunity to mentor PhD and Early Career Researchers from UGA. Applications are welcome from the following theme areas: Health and Life Sciences; Social justice and inequalities; Digital Humanities; Advanced Materials and Biomedical Engineering; and Big Data and Artificial Intelligence (AI).</p> <p>Further taking forward the ongoing work of actively promoting opportunities for career progression, including academic fellowships, tenure-track positions and non-academic career pathways, within disciplinary contexts, local illustrations of effective practice include:</p> <p><b>School of Physical Sciences:</b> The School advertises the annual Postdoctoral Development Awards, offering up to £2.5k per applicant for a range of development activity including training in business / setting up start-up enterprises or for gaining work experience in a field outside of academia [e.g. internships in industry, NHS, science communication companies etc]</p> <p><b>School of Environmental Sciences:</b> PDRAs are contacted five months before they are due to finished and asked to meet with their PI and encouraged to go on to the re-deployment register. The re-deployment register has been successful and 5 members of staff have already benefitted from this in 2021.</p> <p><b>Faculty of Humanities and Social Sciences:</b> Recent examples include the appointment of Derby Research Fellows, Leverhulme ECF's, BA Fellowships and UKRI Future Leader Fellows, Leverhulme fellowships, Leverhulme Major Research fellowships. Locally at department level discipline specific opportunities are circulated via staff lists and in conversation with line managers and research mentors</p> <p><b>Faculty of Health and Life Sciences:</b> The Institute of Systems Molecular Integrative Biology have a Career Development &amp; Review Group to provide opportunity for staff to submit their CV for career progression advice and guidance. Centrally, the Faculty have also rolled out of enhanced peer-review for promotions and grant applications for research staff at all career stages.</p>	Achieved - embedded in practice and business as usual.
2.6.5	HLS to pilot the development of ECR Handbooks for each of the faculty institutes, linking to the on-going refinement of PDR processes and feedback	HLS Faculty Research & Impact Directorate with support from HR	- Additional resources available, linked to disciplinary context and greater awareness of structures and opportunities reported by Faculty ECRs - Learn lessons from pilot to inform	Piloted from Spring 2021	<p>Timelines for this work have been directly impacted by the outcomes of Project Shape and the resulting restructure of professional support and the faculty's academic institutes. Instigating new forms of support for ECRs within these new structures and against the backdrop of hybrid working, is now a key priority for faculty senior leadership. See Action ECM3 in the 2022-2024 Forward Action Plan for information on the HLS Faculty EDI researcher toolkit.</p> <p>Related to the provision of disciplinary context and greater awareness of structures and opportunities for ECRs that inform cross-institutional</p>	Rolled over - see Action ECM3 in the 2022-2024 Forward Action Plan for information on

			cross-institutional practices		practices, the University has centrally enhanced its offer to postdoctoral and Early Career Researchers (ECRs) to be observers at some of the internal peer review meetings held by the Peer Review College (PRC): The PRC offers a number of observer places on each regular peer review panel, as a training opportunity for postdoctoral and ECR members of staff who have not yet gained extensive experience of submitting or assessing grant proposals. Observers are not able to contribute to or influence the outcome of a peer review meeting and are bound by the same rules of confidentiality as full panel members. However, this opportunity, coupled with other opportunities, such as the observer role at some UKRI panels and the University's internal ECR and Returners Fund, offers ECRs insights into the mysteries of Peer Review, particularly for those who are making their first external applications.	the HLS Faculty EDI researcher toolkit.
2.6.6	Continue to lead the N8 PDRA Careers working group and participate in the Researchers 14 Network, to identify opportunities for collaboration in order to further the aims of the Concordat. (See Sections 2.3.3, 2.3.4, 2.6.1 of the 2015-2019 review report)	The Academy	Host a meeting for the N8 partners in 2020 and / or associated networks	Academic Year 2019-20	<p>The Academy continues to actively engage with the N8 PDRA Careers Group, sharing information about flagship activities via the virtual partner forum, in the absence of face-to-face meetings as a result of the pandemic. These have included N8 institutional participation in the flagship <a href="#">Making an Impact Series</a>, and the 3rd biennial UK <a href="#">National Postdoc Conference</a> in September 2021 that the University hosted on behalf of the N8 Partnership, in which over 2000+ research staff from across the 8 institutions engaged. Further information about the outcomes and impact of this work is in the report against Action 3.3.2 of this document.</p> <p>As part of the University's engagement with wider N8 partners, the Academy also partnered with the Director of the N8 to co-author a blog on WONKHE that details some of the ongoing collaborative work between the University and the N8 in relation to PDRA careers: <a href="https://wonkhe.com/blogs/forging-prosperous-pathways-for-early-career-and-postdoctoral-researchers/">https://wonkhe.com/blogs/forging-prosperous-pathways-for-early-career-and-postdoctoral-researchers/</a></p> <p>Taking this work even further, The University has been invited to a key role in the newly-established N8 Research Culture and Careers Group. The purpose of the Group will be to identify positive actions that can be taken to improve the research culture across the N8, with a view to sharing good practice, identifying and working to remove blockers to make working together easier, and identifying opportunities to pool resources for mutual benefit and to add value to the activities of individual universities and other groups with which they are affiliated (e.g. Russell Group, UUK).</p>	Achieved - embedded in practice and business as usual.

**C: SUPPORT AND CAREER DEVELOPMENT**

**Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.**

**Principle 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.**

Clause #	Concordat clause outline and action(s) 2020-2022	Lead	Success measure (2020-2022)	Timescale for Completion	Progress Update	Outcome/ Result (i.e status of action)
C.3.1	<b>It is recognised that positions of permanent employment are limited in the UK research and academic communities and that not all researchers will be able to obtain such a position. It is, therefore, imperative that researcher positions in the UK are attractive in themselves (and not, for example, solely as potential stepping stones to permanent academic positions). This requires that they provide career development which is comparable to, and competitive with, other employment sectors.</b>					
3.1.1	<p><a href="#">Prosper Project</a> will be co-created with a broad range of employers will gather inputs on best practice in staff development from a range of sectors which will inform the development of the Prosper model and associated resources.</p> <p>(See also 1.2.4, 3.2, 3.3.1, 3.5.2, 3.10.1, 5.5.1 &amp; 7.1.1 of this document)</p>	The Prosper Team	<p>Prosper resources made available to 100% research staff within UoL and project partner institutions, with gradual roll out through N8 and wider sector</p> <p>45 employers engaged in co-creation of career development activities as part of Prosper Project</p> <p>Focus Group with IBM in which former Postdocs to inform and co-create advice for current Postdocs. Outputs to be published online as part of Prosper resources.</p>	<p>As per Prosper Project timelines (see also 3.2.1)</p> <p>June 2021</p> <p>March 2020</p>	<p>The <a href="#">Prosper portal</a> [staff login currently required] hosts a suite of self-reflective tools to help researchers identify their values, interests and skills, case studies with former-postdocs now working in careers beyond academia, tips on how to build one's professional network, advice on CV writing and insights from employers working in a range of industries. The portal was launched at the Making an Impact event in June 2020 and piloted with group of Postdocs at Uni of Manchester in October 2020. It is available to, and regularly signposted via the weekly RSA e-bulletins and the monthly welcome email to all new research staff across Liverpool.</p> <p>As of September 2021, 133 individuals associated with 91 employers engaged in Prosper to date, through a combination of 1:1 consultations, in-depth interviews and participation in workshops which has informed the development of employer based resources on the portal a set of 12 career clusters which are informing the targeted career development interventions for our two pilot cohorts.</p> <p>73 employers consulted on high level skills, mindset requirements and recruitment and networking advice and/or career clusters models. 25 contacts from 24 employers have worked with us on video interviews for portal resources based around our career clusters.</p> <p>The Focus Group held with IBM in Feb 2020, directly informed first set of resources on portal and some case studies that are published on the Portal and freely available to all Liverpool research staff.</p>	Achieved - embedded in practice and business as usual.

3.1.2	Scope the provision of access to the University Employability Service and / or related resources for all PDRAs	Head of Employability and The Academy	Publish options paper including cost implications and synergies with the Prosper Project	October 2020	As a result of the Prosper Project, an online portal of dedicated career development advice and guidance is now available to the researcher community at Liverpool, building on the wealth of knowledge and insights created by work with over 90 employers. This resource is being continuously improved as Prosper continues to work with employers, PIs and the 2 cohorts of postdoctoral colleagues recruited on to the pilot development scheme. While affected by the impact of the pandemic and the rapid reappraisal of priority areas of work, plans are in development to work with colleagues in the employability service and across the university and the N8 partnership to further understand and enhance career support for researchers.	Achieved - embedded in practice and business as usual.
3.1.3	Deliver Wellcome Trust Roadshow at UoL with representation from Regional Universities and Funders, focused on the creating a positive Research Culture	The Academy	100 attendees at the event and forward actions linked to on-going research staff development and career planning	March 2020	<p><b>Overview:</b> The University of Liverpool was one of 9 institutions selected to host a national virtual townhall event as part of the Wellcome Trust series of Townhalls as a community consultation. The funder sought to understand people's individual experiences of research culture in the UK and how they would like to see it change. The University hosted this event on 12<sup>th</sup> November 2020. There were 120 participants from 19 different institutions across all career stages including technicians, postdocs, lecturers and pro vice chancellors.</p> <p>The day involved two interactive breakout sessions where participants had the opportunity to digest outputs from the Reimagine Research survey and subsequently generate ideas and potential solutions on how to achieve a good research culture.</p> <p>A panel discussion which was chaired by Prof Georgina Enfield, (APVC for Research &amp; Impact in the Faculty of Humanities and Social Sciences. University of Liverpool) involved:</p> <ul style="list-style-type: none"> <li>• Dr Annette Bramley, Director of the N8 research partnership.</li> <li>• Lucy Williams, Project Manager of the Prosper project, University of Liverpool</li> <li>• Dr James Lea, Chair of the University of Liverpool LGBTQ+ network</li> <li>• Dr Angela Obasi Senior Clinical Lecturer at Liverpool School of Tropical Medicine</li> <li>• Ben Bleasdale, Wellcome Trust, Senior Policy &amp; Advocacy Adviser at Wellcome</li> </ul> <p>Provided a rich discussion around the panels own experience and thoughts on how to achieve a positive research culture and questions and answers from the audience.</p> <p>A report from the Townhall Series which includes the Liverpool event can be found <a href="#">here</a>.</p> <p><b>Example of impact on research staff and illustration of good practice – UoL Research Staff Association (RSA):</b> The RSA ran 3 Wellcome Trust café culture events, of which the results were shared with senior management, UKRSA, wider RSA Liaison Committee members, Faculty Heads of Ops, HR and Wellcome via their <a href="#">online forum</a>. As a result of these Café Cultures, the University instigated a change to its redeployment procedures, such that all Liverpool PDRAs now have access to redeployment opportunities up to 6 months after the end of their contract. As part of this process, all PDRAs whose contract ends are automatically eligible to take up an honorary position with the University for upto 6 months after departure, allowing them to retain their University email address and to access <a href="#">Prosper</a> and other resources for that time period.</p>	Achieved - embedded in practice and business as usual.
3.1.4	Build on the successful <a href="#">Making an Impact</a> Series held in 2017-18 and 2018-19 to offer further high-quality development to all research and related staff (See Sections 2.3 and 3.2 of the 2015-2019 review report)	The Academy / RPI	Multiple development opportunities with at least 800 registrations focused on research and career impact offered to research staff through a dedicated series of intensive workshops, keynotes, masterclasses, seminars, 1:1 surgeries, research facilities tours, networking events and panel sessions.	June 2020	<p>The University's flagship Making an Impact Series has continued to grow and respond to the current research landscape. In 2020, due to the global COVID 19 pandemic, the event was delivered entirely online from 1st June -19th June.</p> <p>Over the course of <a href="#">Making an Impact 2020</a>, The Academy offered 57 sessions for over 650 individuals across the 15 days of development activity. 100 internal and external facilitators led keynotes, interactive workshops, panel discussions, seminars, informal cafes, virtual tours and 1:1 surgeries. The Series was augmented with asynchronous materials including podcasts, recorded talks, toolkits and visual minutes.</p> <p><a href="#">Making an Impact 2021</a> took place between 10th May-11th June. During the 5 weeks, The Academy offered 66 live sessions focusing on research impact for over 820 individuals across all faculties and from 30 institutions. 100 internal and external facilitators led keynotes, interactive workshops, Liverpool PhD Alumni sessions, panel discussions, seminars, and 1:1 career consultations.</p> <p>To complement the series over the last two years, <a href="#">a rich and high quality bank of resources</a> has been generated, which now includes recordings of many of the sessions that have been part of the series and eight podcast specials. All resources are themed by key research-impact objectives and form a permanent, open-access resource, available for participants to access at a time and place that suits them.</p> <p><b>Example of impact on research staff and illustration of good practice – Making an Impact KE Award shortlist:</b> To date, there have been over 2500 individuals engaging with the Series, since 2018, and in 2020 and 2021, a total of 152.5 hours of development time was offered. Detailed reports of each individual programme of the Series, and its long-term impacts and outcomes on individual participants year after year can be found on the pages of the respective years from the main <a href="#">Making an Impact landing page</a>. Further establishing the quality of the programme and impact on research staff, Making an Impact 2021 was shortlisted for the prestigious <a href="#">PraxisAuril Knowledge Exchange Award</a> for Academic Engagement of the Year. The Series was selected as one of 17 finalists from a pool of over 80 entries. The KE Awards are organised by PraxisAuril, the UK's world-leading professional association for Knowledge Exchange practitioners. The Awards showcase and celebrate the role of KE professionals in facilitating economic, social and cultural impact from the research base through collaboration with external partners. Such collaborations are so important to our post-pandemic recovery, as well as to ongoing national R&amp;D strategy.</p>	Achieved - embedded in practice and business as usual.
C.3.2	<b>A wide variety of career paths is open to researchers, and the ability to move between different paths is key to a successful career. It is recognised that this mobility brings great benefit to the UK economy and organisations</b>					

Clause #	Concordat clause outline and action(s) 2020-2022	Lead	Success measure (2020-2022)	Timescale for Completion	Progress Update	Outcome/ Result
	will, therefore, wish to be confident that their culture supports a broad-minded approach to researcher careers and that all career paths are valued equally.					
3.2.2	An associated set of communications including case studies, blogs and opinion pieces from the broad range of stakeholders involved in the <a href="#">Prosper Project</a> will aim to level parity of esteem between academic careers and careers beyond academia by exploring available evidence, opening channels and connections to those that have left academia and creating links between different sectors  (See also 1.2.4, 3.1.1, 3.2, 3.3.1, 3.5.2, 3.10.1, 5.5.1 & 7.1.1 of this document)	The Prosper Team / The Academy	Prosper will include longitudinal tracking of the career destinations of this pilot cohort and include starting and completion surveys to assess the change in career aspirations of these participating PDRAs to establish benchmarks  Commence development of an evaluation framework to benchmark and monitor change in employer and Postdoc perceptions regarding the esteem of each career path and the benefits of employing PDRAs (annually).	January 2021  January 2022	The <a href="#">Prosper blog</a> is charting the progress of the project and sharing key outputs. It now has 13 posts with 900+ visitors and is expanding to ensure it provides content that speaks to all key stakeholders. A series of guest blogs has begun with a piece from Dr Annette Bramley, Director of the N8 Partnership.  An overarching plan for Prosper evaluation has been developed. The foundational phase is complete including collating baseline data from a mix of primary and secondary sources, including focus groups and looking at postdoc demographics at Liverpool, Manchester and Lancaster from HESA data. The results of the HESA benchmarking have been published in one of our blog posts. <a href="https://www.liverpool.ac.uk/researcher/prosper/blog/prosper/whos-who-profiling-uk-postdoc-population/">https://www.liverpool.ac.uk/researcher/prosper/blog/prosper/whos-who-profiling-uk-postdoc-population/</a>  A pre engagement survey with postdocs was launched across UoL before the portal was launched to baseline postdocs' attitudes to careers development and self-assessment of their own skills and mindsets. 104 responses were received from the first cohort to aid in benchmarking. All participants in 2nd cohort will complete an entry benchmarking survey on joining. 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 as part of the evaluation framework.  Evaluation and monitoring of employer and postdoc perceptions is integral to the wider evaluator frameworks embedded within the Prosper Project. This builds on direct engagement with the relevant communities, For instance, 133 individuals associated with 91 employers have engaged with Prosper to date, through a combination of 1:1 consultations, in-depth interviews and participation in workshops. These engagement have provided data that has directly informed the development of a set of 12 'career clusters' and associated employer-based resources on the portal, which are informing the targeted career development interventions for our two pilot cohorts.	Achieved - embedded in practice and business as usual.
3.2.3	Active employer engagement in Prosper will aim to enhance employers understanding of the benefits of employing PDRAs. (See also 1.2.4, 3.1.1, 3.2, 3.3.1, 3.5.2, 3.10.1, 5.5.1 & 7.1.1 of this document)	The Prosper Team / The Academy	45 employers engaged in the co-creation of Prosper	June 2021	As of September 2021, 133 individuals associated with 91 employers engaged in Prosper to date, through a combination of 1:1 consultations, in-depth interviews and participation in workshops which has informed the development of employer based resources on the portal a set of 12 career clusters which are informing the targeted career development interventions for our two pilot cohorts.  73 employers consulted on high level skills, mindset requirements and recruitment and networking advice and/or career clusters models. 25 contacts from 24 employers have worked with us on video interviews for portal resources based around our career clusters.	Achieved - embedded in practice and business as usual.
3.2.4	<a href="#">Prosper Project</a> will develop a bespoke model of development for PIs to help them be better placed to support PDRAs in thinking about future career options. (See Sections 2.3.3., 2.3.4 & 2.6.2 of the 2015-2019 review report)  (See also 1.2.4, 3.1.1, 3.2, 3.3.1, 3.5.2, 3.10.1, 5.5.1 and 7.1.1 of this document)	The Prosper Team / The Academy	30 PIs engaged in initial community of practice and associated development during Phase 1 of the Prosper Project	January 2021	In September 2020, the <a href="#">Prosper PI network</a> was launched, a first of its kind where Principal Investigators and managers of researchers come together to share and evolve best practice in postdoc career development. The network puts PIs and managers of researchers at the centre of championing postdocs and driving change in how we approach their career development. Sessions have been well attended, including upto 44 PIs. The network gives PIs the opportunity to: <ul style="list-style-type: none"> <li>• Influence, pilot and shape the development of Prosper and its resources to support both PIs and postdocs in their career development.</li> <li>• Share knowledge and learn from colleagues across the full range of disciplines at the University of Liverpool and Prosper's partners, the University of Manchester and Lancaster University.</li> <li>• Share experiences and build relationships with employer partners, opening up new networks and opportunities for collaboration.</li> <li>• Raise the profile and recognition accorded to successful postdoc development at institutional level.</li> </ul> <p><b>Example of impact on research staff and illustration of good practice – Prosper PI Network:</b> The PI network meet monthly to share best practice in postdoc career development. A PI Steering Group established to inform the content and approach for the PI networks. All resources developed for and as a result of this hosted on the Prosper Portal, and these include PI case studies, PI support for career conversations and PI information for researchers taking parental leave. The recorded sessions and linked resources are held on the Prosper portal and have covered a variety of topics listed below:</p> <ul style="list-style-type: none"> <li>- Thriving together: Creating more inclusive research communities through the research management relationship. A session on inclusive research communities led by STEM Equals.</li> <li>- A coaching approach to career conversations Part 1 of 2 - Career and Leadership Coach Denise Chilton explores how to use coaching techniques in career conversations with postdocs.</li> <li>- A template for holding a career conversation Part 2 of 2 - Career and Leadership Coach Denise Chilton demonstrates how to hold an effective career conversation with a postdoc.</li> <li>- Lessons learned from Covid and postdoc career development in the post-Covid era. Discussion about how PIs and postdocs have adapted to the pandemic and suggestions on how to prepare for the future.</li> <li>- The valued manager? The PI-postdoc relationship, featuring UKRI. How Principal Investigator support of postdocs is valued, recognised and encouraged</li> <li>- Mutual benefits of unlocking postdoc career potential. An exploration of postdoc career development</li> <li>- Managing researchers during Covid-19. Practical advice and suggestions on how best to manage your researchers during the pandemic.</li> </ul>	Achieved - embedded in practice and business as usual..

C.3.3	Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter.					
3.3.1	<p><a href="#">Prosper Project</a> Phase One will publish a set of diagnostic tools and resources available to all UoL PDRAs which will allow reflection on: a) their career motivations b) the skills they have acquired and how they can be applied in a range of careers.</p> <p>(See also 1.2.4, 3.1.1, 3.2, 3.5.2, 3.10.1, 5.5.1 &amp; 7.1.1 of this document)</p>	The Prosper Team	Phase 1 of portal delivered by June 2020. Numbers of users engaging with portal will be evaluated and feedback gathered to refine and improve its effectiveness before roll out: (a) across project partners at University of Manchester and Lancaster University by June 2021; and (b) across the sector as an open access resource in March 2023.	June 2020; June 2021; June 2023	<p>Since its launch the Prosper team have been using feedback from focus groups to develop and improve the Portal which was launched at Liverpool in June 2020. The updated format was presented to researchers at Making an Impact 2021. It was rolled-out to partners at UoM and LU in July 2021. As of November 2021,</p> <ul style="list-style-type: none"> <li>• More than 1057 users have accessed the portal since launch</li> <li>• There have been 22,082 page views during this period</li> <li>• Activities/Worksheets have been accessed 341 times during this period</li> </ul> <p>The project plans remain on track for roll-out across the sector as an open access resource in March 2023.</p> <p>Additionally, the Prosper team presented four sessions across the 3rd biennial UK Postdoc Conference in September 2021, in which postdocs across the country were offered two workshops around Prosper's curated self-assessment tools, what they are useful for, including feedback from postdocs who've used them; and the second workshop on enabling postdocs to identify some of their own transferable skills to develop a greater knowledge of how their experiences match the skills employers look for.</p> <p><b>Example of impact on research staff and illustration of good practice – Prosper Postdoc Success:</b> Alex James, a chemistry postdoc and a member of our first Prosper cohort based at the University of Liverpool, has just landed a new job at a new materials start-up company called Puraffinity. In his blog he talks about his experience of Prosper and how it helped him prepare for and ultimately land his job. In a <a href="#">detailed blogpost</a>, Alex explains that he initially joined Prosper because he wanted to understand and gain experience in applying for jobs in sectors beyond academia. Self-reflection in the initial stages allowed him to understand himself more and realise what aspects of his job he likes and would like to take forward in his future career. Through Prosper, he attended various seminars which drove him on to create a LinkedIn account and inspired him to write a new CV. Ultimately these decisions pushed him to apply for the job role he was eventually offered. Working with his coaching group and career coach really helped him prepare for the various interviews and he felt more confident going into these interviews than at any other time in his life.</p>	Achieved - embedded in practice and business as usual.
3.3.2	<p>Annual RSA Conference will be continued, with a focus on the skills, abilities and mindsets required to succeed in multiple fields</p> <p>(See also 2.6.1, 2.2.6 &amp; 3.13.1 of this document)</p>	RSA Steering Group / The Academy	RSA Conference delivered with minimum 100 registrations and strong evaluation of benefits, including continued ongoing collaboration with <a href="#">UKRSA</a>	November / December 2020	<p><b>Overview:</b> The Research Staff Conference is an annual event organised by the University's Research Staff Association in collaboration with the Academy. The <a href="#">2020 Research Staff Conference</a> took place on the 7<sup>th</sup> December and was themed "Don't Stop Me Now" with a focus on Equity, Diversity and Inclusivity. The conference was held entirely online, with participants having the option to attend all sessions or just one or two depending on interest and availability. There were 138 individual registrations from 20 different Universities.</p> <p>The keynote session was given by Prof Anthony Hollander (Pro- Vice -Chancellor for Research and Impact) and provided an update on the progress of the Research in an Inclusive and Sustainable Environment (RISE) project and also the launch of the recruitment phase for Prosper's first postdoc career development cohort. A panel discussion chaired by Prof Georgina Enfield (APVC for Research &amp; Impact in the Faculty of Humanities and Social Sciences) on Inclusivity in Academia generated a rich and honest conversation through the personal and professional experiences of the panel and also the questions asked by the participants on how to foster an inclusive research environment.</p> <p>In 2020 during the Research Staff Conference, the RSA also held its inaugural "Images of Research" competition as an opportunity for research staff to showcase the diversity and importance of research conducted across the University, to develop their professional skills and communicate their research to non-specialist audiences in an engaging and accessible way. The theme of the competition was "Research in the time of Coronavirus", to follow the University's Research in an Inclusive and Sustainable Environment (RISE) initiative. It aimed to celebrate the adaptability and resilience of researchers during a time of crisis, and the personal and professional challenges faced. The shortlisted submissions were <a href="#">exhibited online</a>.</p> <p>The Prosper team facilitated an interactive session on democratising access titled, 'I want to break free... from barriers to career development'. Participants were able to share and discuss barriers to participating in development activities they had encountered and to</p>	Exceeded each year as a result of the University's leadership of National Postdoc events and activities in 2020 and 2021.

					<p>reflect on what democratising access meant to them, their identity and how they currently engage with career development. The networking session at the end of the day also provided the space for informal networking with colleagues from across the University's Faculties. The keynote and panel discussion were both recorded and can be accessed <a href="#">here</a>.</p> <p><b>Example of impact on research staff and illustration of good practice – National Postdoc Appreciation Week 2020:</b> The UoL RSA led a series of activities for <a href="#">National Postdoc Appreciation Week in September 2020</a> in collaboration with 19 other institutions. The National events, (open to University of Liverpool researchers) involved an Uplifting celebratory event and career focused discussion panel were advertised alongside our local events and were attended by 364 and 498 people respectively from over 40 different institutions throughout the UK and republic of Ireland. The feedback from those attended was very positive and comments remarked on the practical and positive advice gained from the panel sessions and how they felt connected to other researchers in their shared experiences of being a postdoc. Additionally, at a Liverpool level, a rich week-long programme of activities - opened to postdocs from other institutions – were planned to highlight and acknowledge the instrumental work postdocs do daily to advance research. The Liverpool NPAW sessions had attendee numbers that varied from 40-130 and included Universities from across the UK, and in total, there were 513 registrations (288 PDRs) over 30 institutions, of which 249 were from the University of Liverpool.</p> <p><b>Example of impact on research staff and illustration of good practice – 3<sup>rd</sup> Biennial National Postdoc Conference 2021 (NPDC21):</b> The Liverpool RSA, led by the Academy, was successful in its bid to host the NPDC21. Coinciding with National Postdoc Appreciation Week 2021, the virtual event took place on Friday 24 September, and formed an opportunity for postdoctoral researchers to engage with industry stakeholders, funding agencies, policy influencers, researcher developers and career development professionals. The NPDC21 had over 2000 registrations from 100 institutions across all four devolved nations, and from 25 countries. The day featured a keynote by Prof. Dame Ottoline Leyster (Chief Executive of the UKRI), a panel on collaborative research practices that featured top-level representatives from Universities UK, UKRI, the N8 and IBM, and 30 parallel sessions on topics ranging from Allyship in Academia to Publishing in Nature. All these sessions were focused on providing postdoctoral researchers with the tools and opportunities to build towards more innovative and inclusive research and innovative landscape, which we encapsulated in the conference theme “New Realities, Stronger Connections, Successful Futures”. The combined wisdom of industry stakeholders, funding agencies, policy influencers, research developers and career development professionals are as available online as an ongoing resource, in the form of video recordings, a pocketbook of top tips, and a visual summary of the conference themes. Despite taking place online, the event included many opportunities for synchronous and asynchronous networking - to build “stronger connections” with other postdocs across the UK and beyond - including 8 pre-conference networking events, a virtual power competition on Twitter, “meet the sponsors” in Kumospace, a connections board on padlet and a custom conference Bingo. The conference was hosted in partnership with the N8 Research Partnership and sponsors including UKRI, IBM, Singular Talent, Code-switch, C-DICE, Inkpath and Facebook Reality Labs. The NPDC21 has been commended as setting the gold-standard in inclusivity and accessibility, with participant feedback about the impact and outcomes of the event on their practice publicly available on <a href="#">this MURAL</a>. More details on the different facets of the Conference can be read in the RSA's annual report available at: <a href="https://www.liverpool.ac.uk/researcher/uol-rsa/objectives-reports/">https://www.liverpool.ac.uk/researcher/uol-rsa/objectives-reports/</a></p>	
3.3.3	As part of the N8 consortium secure support from N8 Strategic Executive Group (SEG) to develop a northern Technical Network, hosting a conference for N8 technical staff in partnerships with Newcastle University	Technician Steering Committee	20-50 UoL Technicians attending conference	September 2020	<p>The Technician Partnership Conference took place virtually on 24th June 2020. It was hosted as a joint venture between the NTDC and the University of Liverpool via N8 Research Partnership institutions. 300 delegates participated in the event. Incentives that the University of Liverpool had in place to facilitate technical staff participation included the protected development time away from their day-to-day roles. All resources and slides from the presentations are freely available to access at: <a href="https://nationaltechnicianscentre.ac.uk/technician-partnership-conference-newcastle-2020/">https://nationaltechnicianscentre.ac.uk/technician-partnership-conference-newcastle-2020/</a> One of the sessions at Conference was based on a potential N8 Technician Network, building on the success of the University of Liverpool's Technicians Network.</p> <p><b>Example of impact on technical and research staff and illustration of good practice – University of Liverpool Technician Network:</b> The Technicians Network is for all staff in a technical role and aims to build links, explore areas of common ground and highlight opportunities for personal and professional development. It encourages an exchange of resources, knowledge, and experience through a regular newsletter and events for technical staff. It is a network that is <a href="#">run by technical staff for technical staff</a>. The network is driven by the input from technical staff from across the University who are encouraged to get involved, submit ideas for events or promote the work they do in collaboration with research staff via <a href="#">Technically Speaking</a>, the technicians' newsletter.</p>	Achieved - embedded in practice and business as usual.
C.3.4	<b>All employers will wish to review how their staff can access professional, independent advice on career management in general, particularly the prospect of employment beyond their immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors.</b>				Completed 2019 and now part of core business.	No further actions anticipated at this time.
C.3.5	<b>Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies should assist researchers to make</b>					

Clause #	Concordat clause outline and action(s) 2020-2022	Lead	Success measure (2020-2022)	Timescale for Completion	Progress Update	Outcome/ Result
3.5.2	<p><a href="#">Prosper Project</a> Career planning resources and opportunities directly targeted at researchers via PDR process. (See Sections 2.6.4 &amp; 3.2.4 of the 2015-2019 review report)</p> <p>(See also 1.2.4, 2.3.1, 3.2, 3.3.1, 3.10.1, 5.5.1 &amp; 7.1.1 of this document)</p>	The Prosper Team / HR / The Academy / APVCS R&I & APVC RE&PR	<p>Commence the development process for draft effective practice guidance for PIs / Research Leads on conducting PDRs with research staff to maximise career planning and success</p> <p>Commence parallel development process for draft guidance for research staff on how to maximise the impact of PDR for career planning and success</p> <p>Above resources rolled into refreshed PDR training and development model, f2f and online, inclusive of a minimum of 3 interactive case-study resources</p>	<p>January 2022</p> <p>January 2022</p> <p>As per Prosper timelines</p>	<p>The Prosper PI Network runs sessions and offers a range of resources in relation to having effective PDR discussions, and also provides an opportunity for managers of researchers to share best practice. For example a session on using coaching techniques to have successful career conversations is now available as an asynchronous resource on the Prosper portal for all UoL staff. See further details about the work around PDR guidance for PIs and research leads in section 3.2.4 with information on the Prosper PI network. Additionally, the refreshed central HR pages have <a href="#">information for PIs and research leaders</a> which includes:</p> <ul style="list-style-type: none"> <li>- Online PDR Guidance</li> <li>- How-To Guide – PDR</li> <li>- PDR online training module – This update PDR e-learning module has specific information relating to research leadership</li> <li>- PDR Videos: A training resource for delivering PDR's is available below and is designed to develop effective PDR skills and techniques for anybody who carries out PDR meetings. The resource includes a series of videos and a workbook for individual learners to use alongside the video scenarios. These are on a range of topics, including: <ul style="list-style-type: none"> <li>• Effective PDR Skills</li> <li>• PDR - What Can Go Wrong</li> <li>• Making Reviews More Effective</li> <li>• Key Skills for PDR</li> </ul> </li> </ul> <p>To supplement the central work of development effective practice guidance for PIs and Research Leads, activities are also run for research staff to enable and empower them to have effective PDR conversations: as part of National Postdoc appreciation week in 2020, an external facilitator was commissioned to run a session on <a href="#">"Getting the most from your PDR/appraisal"</a> for 50 participants. Additionally, in July 2021, the Academy ran an RSA lunch and learn session entitled <a href="#">It's all about you: making your PDR fit with your personal and professional goals</a> for 35 participants. This session is repeated annually for all PDRAs and ECRs in July. (See Appendix 3 accompanying this document for example of effective practice about Professional Development Review (PDR) and Career Conversations for Postdoctoral and Early Career Researchers).</p> <p>Additionally, 35 research staff undertook the refreshed PDR training module in 2020, and 16 completed the module in 2021 (bearing in mind the extension of the University's PDR period from October 2021 to March 2022)</p> <p><b>Example of impact on research staff and illustration of good practice – School of Electrical Engineering Electronics and Computer Sciences:</b> The School holds PDR Briefing (led by the Dean and School Leads) for PDR Reviewers. The School has arranged for PI's to have an additional briefing meeting to ensure that PDRA's receive a quality PDR. It is considered a School priority that all staff have an effective PDR and a culture of fairness and transparency is fostered. The School Leads have issued a briefing to Research Leads, advising them on the correct way to provide a comprehensive, clear and fair PDR.</p> <p><b>Example of impact on research staff and illustration of good practice – PGR Supervisor Development:</b> Most PDRAs and ECRs at Liverpool supervise multiple PGR students, hence a wide range of training and support for developing PDRAs' and ECRs' practice as a PGR supervisor are available via the PGR supervisors network <a href="https://www.liverpool.ac.uk/eddev/supervisors/">https://www.liverpool.ac.uk/eddev/supervisors/</a>. The resources are designed to promote reflection on current practice as a supervisor, to help make deliberate choices in how to approach supervisory practice, and to underpin practice with scholarly evidence. The PGR Supervisors Network is aimed at supervisors on all Postgraduate Research Degrees, including PhD, Mphil, MD and Professional Doctorates. PGR Supervisors Network seminars take place monthly online and are an opportunity to hear from and share with fellow PGR Supervisors, and discuss supervisory practice and challenges with colleagues from across the institution.</p>	Achieved - embedded in practice and business as usual; and see Appendix 3 accompanying this document for example of effective practice about Professional Development Review (PDR) and Career Conversations for Postdoctoral and Early Career Researchers.
C.3.6	Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development of researchers and					

Clause #	Concordat clause outline and action(s) 2020-2022	Lead	Success measure (2020-2022)	Timescale for Completion	Progress Update	Outcome/Result
3.6.2	<p>Review renewed induction process (launched 2018) in terms of effectiveness for research staff (See Sections 2.2, 3.6.1 &amp; 3.13.2 of the 2015-2019 review report):</p> <ul style="list-style-type: none"> <li>-Ensure induction processes and resources effectively inform research staff and research leads of organisational structures and the UoL research environment</li> <li>-Ensure effective role-specific obligatory training is in place</li> <li>-Ensure all relevant organisational policies and processes are effectively communicated to research staff and research leads (including Concordat, EDI and Flexible Working)</li> <li>-Ensure induction at institutional and local level effectively informs research staff of the multiple professional and career development options available, including accredited teaching programmes</li> <li>-Utilise induction as a way of supporting research staff to form professional and personal networks</li> <li>- Pilot HLS Faculty Research Induction sessions to reflect local research and research support roles</li> </ul> <p>(See 3.8.1 and 3.8.3 of this document)</p>	<p>The Academy / APVCS R&amp;I &amp; APVC RE&amp;PR</p> <p>RSA/ The Academy</p> <p>The Academy / APVCS R&amp;I &amp; APVC RE&amp;PR</p> <p>APVCS R&amp;I / HR</p> <p>HLS R&amp;I Directorate</p>	<p>Work towards 100% of Research staff and research leads engaged in the agreed central and local induction processes and procedures, as appropriate</p> <p>2 RSA coordinated focus groups conducted to review the induction experience of researchers and inform future practice</p> <p>'Effective Induction' concerns embedded with PI development (see Section 2.3.1 of this document)</p> <p>All new contracts come with a new, updated induction handbook and link to support and development, including where staff have already been within the university on previous contracts</p>	<p>January 2021</p> <p>November 2020 and May 2021</p> <p>On-going in line with Senior Induction cycle</p> <p>July 2020</p> <p>July 2021</p>	<p><b>Overview:</b> All relevant documentation support and frameworks regarding induction are in place and available for 100% of Research Staff and Research Leaders to access. These are supplemented by local level inductions which signpost to central resources.</p> <p>Two coordinated focus groups were conducted by members of the RSA in November 2020 and May 2021. The sessions were attended by 13 and 7 researchers respectively and were a mix of staff that had been at the University for; less than 6 months; 7-12months; 13-24 months; 25-48 months and more than 4 years. The first session focused on the induction experience of those that attended, both locally and centrally. The second session discussed how the induction process could be improved to effectively inform researchers about the University's research infrastructure. The suggestions generated were shared with HR who looked into how they can be implemented in particular through the induction process.</p> <p><b>Example of impact on research staff and illustration of good practice – Central Social Onboarding:</b> As a result of the feedback from the RSA, the University is in the process of setting up 'Social Onboarding' which will sit within the University's central CORE HR system and all new research staff starters will be directed to it in their offer. The Social Hub will have a variety of tasks that new starters have to complete, including signing Terms and Conditions, obtaining a staff card, lab access, etc. Additionally, and more importantly, the Social Onboarding portal will not be limited to new starters and will be accessible by all staff. There will be regularly updated tiles containing useful information on induction, about the city, research staff benefits, car parking etc, which are some of the points that were fed back via the RSA focus groups. (See Appendix 3 accompanying this document for example of effective practice about Research Staff-led Peer Consultation on Human Resources (HR) Policies and Induction Processes).</p> <p>Further taking forward the ongoing work of refreshed approaches to induction at local levels, local illustrations of effective practice include:</p> <p><b>Faculty of Science and Engineering:</b> At a Faculty level, HR Obligatory training in place for different grades. Research staff are informed of the multiple professional and career development options and the support available at induction. The link to The Academy's research staff Researcher Hub is provided in the documentation and sent to each member of staff. The Schools PDRA rep provides support to research staff in forming professional and personal networks.</p> <p><b>School of Physical Sciences:</b> The School has developed effective induction process and checklists, which cover obligatory training, mentoring and buddy system. Large research groups also run their own inductions. In addition to standard inductions the School hold 'Meet and Greet' sessions with key people in the School. These are held 3 times per year. Staff are signposted to relevant policies and practices.</p> <p><b>School of Electrical Engineering Electronic &amp; Computer Science:</b> The School's Induction documentation includes links to and relevant policies and practices relevant to the position. Individuals are then contacted to see how they are getting on after induction. New starters have reported they feel confident they have all the information needed.</p> <p><b>School of Environmental Sciences:</b> The School have developed a bespoke induction for research staff which includes information on key contacts, networks, Prosper, training and mentoring opportunities etc. All our researchers are welcomed to the School by the Department Head and then they will meet with the Head of Ops three months later for any feedback they may wish to pass on.</p> <p><b>Faculty of Humanities and Social Sciences:</b> Local inductions are linked with Faculty and School-level local inductions and online toolkits i.e. HSS 'Supporting your Funding Journey' incorporate new sessions on the Concordat and related initiatives. Covid has led to an increase in online induction sessions for research staff, which is reflected in the high participation numbers. Ongoing steps to refresh induction processes ensure the effective alignment of practice across Faculty.</p> <p><b>Faculty of Health and Life Sciences:</b> Responsibility for induction currently sits between the Faculty central Directorate and local Institutes. The recent restructure via Project SHAPE provides an opportunity to review induction at both central Faculty and local levels. A pulse survey for staff has just been launched, which includes questions around engagement with induction to help inform and drive this work forward, with an emphasis on addressing the local-level issues raised in the RSA focus groups.</p> <p>Following Project Shape and the resulting restructure of HLS, the effective local induction of new staff is now a key priority and will be addressed in the short term, informed by data from the pulse survey and focus groups. In January 2022, the Faculty will launch an online Research and Impact Support Hub. The Hub will continue to evolve and be regularly updated in line with new announcements and policy changes, so it becomes a reliable source of information. Institutes will be encouraged to promote this within their induction processes. The new R&amp;I Hub covers the following topics (with more to be added as it evolves):</p> <ul style="list-style-type: none"> <li>• Peer Review and Grant Support Guidance</li> <li>• Networks</li> <li>• Key Contacts</li> <li>• Training and Development</li> <li>• Developing Impact</li> <li>• Translational Research Hub</li> <li>• Resources – this will include links to the Concordat, Hybrid Working, Elements, Research Support Office, Partnerships and Innovation, HR Intranet, Knowledge Exchange, External Consultancy</li> <li>• Tenure Track Fellowship Scheme</li> <li>• Internal Funding Opportunities</li> <li>• Independent Research Fellowships</li> </ul>	<p>Achieved - embedded in practice and business as usual; see Appendix 3 accompanying this document for example of effective practice about Research Staff-led Peer Consultation on Human Resources (HR) Policies and Induction Processes.</p>

C.3.7	Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practise those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students.				Completed in 2018 and part of core business.	No further actions anticipated at this time.
C.3.8	Employers also should provide a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements.					
Clause #	Concordat clause outline and action(s) 2020-2022	Lead	Success measure (2020-2022)	Timescale for Completion	Progress Update	Outcome/ Result
3.8.2	Directly link focused work on developing a coaching culture within Schools and Institutes to the support of research staff career development  (See also 3.10.2 & 5.6.1 of this document)	The Academy / APVCS R&I / APVC RE&PR / Faculty Leadership Teams	Existing coaching approaches and models, including pilots in specific departments, coordinated, to enable wider roll out. Establish a benchmark for colleagues engaged in coaching (either developing practice or receiving coaching) for ongoing effective practice	June 2021 and then ongoing	<p><b>Overview:</b> The Academy supports coaching at the University through the implementation and coordination of networks and schemes. We also ensure that coaching is an integral part of development frameworks where appropriate. The Organisational Development team within The Academy also has a relationship with a bank of external expert coaches and acts as a broker for those wishing to engage an external coach on a fee-paying basis. A newly-developed <a href="#">Coaching Hub</a> [staff login required] has been established to bring together existing coaching approaches and models, including pilots in specific departments, coordinated, to enable wider roll out. The specific areas where benchmarks for effective coaching practices are being developed are:</p> <ul style="list-style-type: none"> <li>- Leadership Commitment Framework: Coaching skills development is incorporated as an essential skill requirement into all of our leadership and management programmes.</li> <li>- NW HE Coaches' Network: The Academy leads the North West Higher Education Coaches' Network which serves to enhance coaching practice in universities across our region through its 60 members from 11 universities.</li> <li>- Career coaching schemes: The Academy supports the set-up of career coaching schemes for researchers and professional services colleagues by working with local leads in departments across the University.</li> <li>- Prosper: The Academy has incorporated coaching into the £4.4m Prosper project which enhances postdoctoral career success by developing the broader capabilities, and mindset needed to thrive in multiple careers.</li> <li>- Mentoring Network: The Academy oversees the University's central Mentoring Network which provides a foundation on which further coaching development is built.</li> <li>- Mindset self coaching: A self coaching resource is offered to all staff covering topics such as: Wellbeing, Emotional Intelligence, Change Readiness, Confidence, Growth Mindset, Mindfulness, and Imposter Syndrome.</li> </ul> <p>More recently, from January 2022, The Academy will be offering the ILM Level 5 Coaching Certificate. The first cohort will be offered this opportunity on a fully funded basis. This qualification will involve staff continuing their leadership development by enhancing their ability to engage in impactful discussions in their respective areas of work and joining a community of leadership coaches committed to supporting other leaders develop their capability. Staff will help build leadership capacity within the University, ultimately supporting the growth of a coaching culture the achievement of objectives through excellent leadership. Those who undertake the ILM level 5 Coaching Certificate will become a member of an internal bank of coaches at the University of Liverpool.</p> <p>Further taking forward the ongoing work of existing coaching approaches and models, including pilots in specific departments, and establish a benchmark for colleagues engaged in coaching, local illustrations of effective practice include:</p> <p><b>Faculty of Science and Engineering:</b> The Early Career Academic Coaching Programme was delivered in April 2021 benefitting 7 participants and involving 4 x 2-hour sessions.</p> <p><b>School of Physical Sciences:</b> The Researcher Forum co-created a coaching programme with Professional Coach Denise Chilton consisting of 4 x 2-hour online sessions between April – May 2021 focusing on relevant topics for PDRAs [attended by 8 staff].</p>	Achieved - embedded in practice and business as usual.

					<b>Example of impact on research staff and illustration of good practice – Institute of Population Health:</b> The IPHS Career Coaching Scheme has been designed to support all non-core-funded researchers from Grade 6 to Grade 8, whether they hold fixed-term contracts or permanent contracts with insecure funding, to build a sustainable research career. The focus is to enabling coachees to make use of the subject-specific experience of more senior colleagues within the institute. (More details attached) The IPHS Careers Coaching Scheme has trained 12 coaches and 20 coachees and it is envisaged that this number will increase when targeted recruitment restarts for the scheme.	
C.3.9	Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and increasing the skill and effectiveness of researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the training of researchers is a significant contribution to research output and they encourage employers and mentors to adopt these practices.					
3.9.1	See 2.3.1, 3.2.4, 3.5.2, 3.3.1, 3.6.1- 3.6.2, 3.10.1 and 3.11.1 of this document.					
C.3.10	Researchers should be empowered by having a realistic understanding of, and information about, their own career development and career direction options as well as taking personal responsibility for their choices at the appropriate times. Employers should introduce appraisal systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career.					
<b>Clause #</b>	<b>Concordat clause outline and action(s) 2020-2022</b>	<b>Lead</b>	<b>Success measure (2020-2022)</b>	<b>Timescale for Completion</b>	<b>Progress Update</b>	<b>Outcome/ Result</b>
3.10.2	Institutes and Schools encouraged to embed the principles of the Concordat in everyday operations and practices and reflect ensure the Concordat is reflected in Institute strategies.	APVCs R&I with Deans  Cascade of learning via Education / Research	As per Section 2.2.6 of this document, pilot new approaches to embedding the Concordat in local practices. Measures will potentially include: - At least one Concordat related meeting per semester, with an aim to benchmark the number of	2020-2022 In line with Concordat Action Plan deliverables	<b>Overview:</b> All of the Concordat Principles are already embedded within central and local processes. Each Faculty has at least one Concordat-related meeting per semester, whether at Faculty or local, Institute/ School levels. Participants vary depending on the number of members of each group, eg: Faculty Research and Impact committee, etc, but all meetings take place with quora. Additionally, the University has centralised inclusion of the Concordat module in the PDR form and on the training website which is obligatory for 100% of PDR reviewers. This is carried forward at local levels through inclusion of the Concordat module in the PDR handbooks for managers. The new Concordat module is also signposted to all new staff / grant winners via the Research Support Office.	Achieved - embedded in practice and business as usual.

	(See also 1.2.5, 2.2.2, 2.4.2, 3.6.1, 3.8.1, 3.10.2, 5.3.2, 5.6.1 & 6.4.1 of this document)	Directorates and The Academy	<p>participants</p> <ul style="list-style-type: none"> <li>- Local training of at least 50% PDR reviewers on the impact of the Concordat on Faculty practices (see 3.5.2 of this document)</li> <li>- Concordat embedded in local inductions and 100% of new staff / grant winners being introduced to the Concordat and its implications (see 1.2.5 and 3.6.2 of this document)</li> <li>- Include Faculty commitment to the Concordat in externally facing websites and on staff intranet pages</li> <li>- Assess local impact of focus on Concordat via measures including number of fellowship applications, success rate, increase in number of applicants that participate in mentoring</li> </ul>		<p><b>Further taking forward the ongoing work of new approaches to embedding the Concordat in local practices, local illustrations of effective practice include:</b></p> <p><b>Faculty of Science and Engineering:</b> The Faculty have centrally developed a new policy for recruitment that will be rolled out across the Faculty to ensure good recruitment principles in place. Dedicated webpages are in the process of being developed, which include links to the Researcher Hub. In FSE there have been 111 ECR fellowship applications since 1 January 2020, of which 13 were successful and 42 are still pending outcome, indicating a 19% success rate.</p> <p><b>School of Electrical Engineering Electronic &amp; Computer Science:</b> The School adheres to the standards set by the Institution, using fair and inclusive selection and appointment processes. Additional to this, the School adopts best practice where identified. This will include the Faculty Guidance for Researcher Recruitment which is currently being drawn up by School of Physical Sciences.</p> <p><b>Example of impact on research staff and illustration of good practice – School of Environmental Sciences:</b> All PDRA panels meet to short-list using CORE and we have an observer present on all our short-listing panels to ensure that the School recruitment posts follow DEI policy and to make sure that the panel watches the Royal Society Unconscious Bias video prior to the discussions. We also mention DORA in all of our job descriptions. The School has produced an example sheet for staff when they are new to observing. The School is liaising with Advance HE to arrange an Unconscious Bias workshop for all staff at the end of 2021 and will allow PDRAs to sit on interview panels. Additionally, the School has a Fellowship Lead which has helped to improve the number of Fellowships over the last few years.</p> <p><b>Faculty of Humanities and Social Sciences:</b> The Concordat is a standing agenda item to all Research, Impact &amp; PGR committees and networks. The Faculty are currently gathering information on how we are ensuring diverse recruitment panels and appealing to a diverse applicant pool, and encouraging external partners, where appropriate to join recruitment panels. There are also measures in place, wherever possible to maintain up-to date records and encourage advance HE EDI training. The Faculty has been also publicising and communicating its EDI agenda outside of the University to raise its research profile and to attract the widest pool of applicants. Since January 2020, the Faculty have ensured key reporting mechanisms and governance are in place to report back on progress against various actions within the Concordat Action Plan. In HSS there have been 413 ECR fellowship applications since 1 January 2020, of which 91 were successful and 110 are still pending outcome, indicating a 30% success rate.</p> <p><b>Faculty of Health and Life Sciences:</b> As the HLS governance structure has only been set up in late 2021, due to the Project SHAPE restructure, the refreshed governance structure has provided an opportunity to ensure Concordat initiatives are embedded across central Faculty processes. The Faculty includes information about the Principles of the Researcher Development Concordat in recruitment and induction paperwork and in PDR guidance. The Research and Impact Directorate has developed a PDR info pack which includes information about the Researcher Development Concordat training module. In HLS there have been 78 ECR fellowship applications since 1 January 2020, of which 12 were successful and 27 are still pending outcome, indicating a 24% success rate.</p> <p><b>Institute of Infection, Veterinary and Ecological Sciences:</b> Has established a working group looking to embed the principles of the Researcher Development Concordat locally. This Group will look at direct actions, and ensuring that more PIs are aware of the Concordat and related drivers of early career researcher development, employment, research culture and research environmental actions; and will bring up in more senior Institute fora for increased awareness.</p> <p><b>Institute of Systems, Molecular and Integrative Biology:</b> A local Concordat Group has been established to drive embedding within Institute. The Concordat and related actions are also a standing item on R&amp;I Committee and EDI agenda.</p>	
C.3.11	Employers will wish to ensure that developmental activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not unduly disadvantaged when moving from one employer to another.					
<b>Clause #</b>	<b>Concordat clause outline and action(s) 2020-2022</b>	<b>Lead</b>	<b>Success measure (2020-2022)</b>	<b>Timescale for Completion</b>	<b>Progress Update</b>	<b>Outcome/ Result</b>
C.3.12	Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided.				Completed 2017 and part of core practice.	No further actions anticipated at this time.

C.3.13	<b>Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation or management committees.</b>					
3.13.1	<p>Maximise opportunities for research staff to engage in formal and informal working groups, committees and organisational meetings, including those focused on policy development. (See Section 3.13.2 of the 2015-2019 review report)</p> <p>(See also 2.2.6, 2.6.1 &amp; 3.3.2 of this document)</p>	APVCs R&I / APVC RE&PR / HR / Faculty Leadership Teams	<p>Numbers of research staff engaging in the below activities will be audited on an annual basis to monitor engagement and enhance participation:</p> <ul style="list-style-type: none"> <li>- RSA and local research staff networks actively engaged in policy development through representation on at least two pan-University policy-making committees</li> <li>- At least one representative of the UoL RSA or local research networks directly represented at organisational meetings, as appropriate with each Faculty</li> </ul>	<p>June 2020</p> <p>January 2021</p>	<p><b>Overview:</b> The University continues to support the institutional <a href="https://www.liverpool.ac.uk/researcher/uol-rsa/">Research Staff Association</a>, (UoL RSA) which was established in 2018. It is managed by The Leadership, Organisational, Staff and Academic Development Academy (The Academy). UoL RSA is a research community-owned and led initiative. Upon commencement of their contracts, all academic research only automatically become members of the UoL RSA. Terms of Reference (updated in July 2021) can be found here: <a href="https://www.liverpool.ac.uk/researcher/uol-rsa/terms-of-reference/">https://www.liverpool.ac.uk/researcher/uol-rsa/terms-of-reference/</a></p> <p>The RSA monitors and facilitates Liverpool researchers' participation across a variety of fora and produce an annual report illustrating this. These reports are available to peruse at: <a href="https://www.liverpool.ac.uk/researcher/uol-rsa/objectives-reports/">https://www.liverpool.ac.uk/researcher/uol-rsa/objectives-reports/</a></p> <p>The RSA co-chairs represent their peers on the following key policy committees and groups:</p> <ul style="list-style-type: none"> <li>• Research and Impact Committee (RIC)</li> <li>• Concordat Steering Committee (CSG)</li> <li>• Athena Swan</li> <li>• Research in an Inclusive and Sustainable Environment (RISE)</li> <li>• Race and Equality Charter (REC)</li> <li>• Prosper Project Board</li> <li>• Tender Committee for the University Staff Survey.</li> </ul> <p>Additionally, all Faculties have at least one representative of the UoL RSA or local research networks directly represented at organisational meetings, as appropriate with each Faculty, and these liaison members then feed into the RSA activities, as indicated by the local level representatives on this page: <a href="https://www.liverpool.ac.uk/researcher/uol-rsa/steering-committee/">https://www.liverpool.ac.uk/researcher/uol-rsa/steering-committee/</a></p> <p>RSA co-chairs also represented the University on national postdoc and ECR committees such as the UKRSA and Postdoc Futures, which leads on National Postdoc Appreciation Week activities.</p> <p><b>Further taking forward the ongoing work of having a representative of the UoL RSA or local research networks directly represented at organisational meetings, as appropriate with each Faculty, local illustrations of effective practice include:</b></p> <p><b>School of Engineering:</b> The new Forum for Research Staff has direct representation on the School's Management Team, with the ability to propose new policies of their own, and will be contributing to all future policies, which must be reviewed and ratified by the SMC.</p> <p><b>School of Environmental Sciences:</b> PDRA reps are appointed to the Research Strategy Group (RSG), EDI, wellbeing and SMT committees. RSG feeds up to SMT. Research Groups hold regular meetings with all staff including PDRAs to enhance the research environment.</p> <p><b>Example of impact on research staff and illustration of good practice – Faculty of Health and Life Sciences:</b> The ECR Leadership Network established in HLS to drive improvements / policy developments: Feedback from this group has driven a Faculty extension to Confirmation in Appointments timescales to take account of impact of COVID. Also feedback has helped to define the Wellcome Trust Institutional Strategic Support Fund (ISSF) budget £0.5M for next year. This is a pot of money dedicated to enabling universities to enhance their institutional strategies for the biomedical sciences, through support of high-quality researcher recruitment, retention, career development for research and academic staff, and public engagement. ISSF funding has been used to:</p> <ul style="list-style-type: none"> <li>• Fund short-term bridging for junior post-doctoral researchers</li> <li>• Support the activities and events of postdoctoral networks</li> <li>• Provide funds for public engagement activities that fall within the remit of the Wellcome Trust</li> <li>• The University has also committed to contributing match funding for all fellowship posts, creating even more opportunities for researchers.</li> </ul> <p>Additionally, there continue to be ECR opportunities to sit on central Faculty-level committees and working groups. ECRs now members on the Faculty Research and Impact Strategy Committee (FRISC), the Research Operations Group (TROG), and the Faculty Public Engagement working group.</p>	Achieved - embedded in practice and business as usual.
C.3.14	<b>Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement.</b>				Completed 2017 and part of core practice.	No further actions anticipated at this time.

**D: RESEARCHERS' RESPONSIBILITIES**

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

Clause #	Concordat clause outline and action(s) 2020-2022	Lead	Success measure (2020-2022)	Timescale for Completion	Progress Update	Outcome/ Result (i.e status of action)
D.5.1	Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers.				Completed 2017 and business as usual.	No further actions anticipated at this time.
D.5.2	Researchers should develop their ability to transfer and exploit knowledge where appropriate and facilitate its use in policy making and the commercialisation of research for the benefit of their employing organisation, as well as the wider society and economy as a whole.				Completed 2018 and part of core practice.	No further actions anticipated at this time.
D.5.3	Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner and to contribute to the wider body of knowledge.					
5.3.1	Open Research foregrounded as a key agenda for UoL and effectively engage research staff in developing this area of their practice. (See Section 5.3.5 of the 2015-2019 review report)	Open Research Support Team	Completion of project to examine how to embed use of responsible metrics and open research practices in the university.  - Evidence of Open Research practice agreed (selection criterion i.e. engagement with Open Research & FAIR data) - Workshops on the Open Research agenda, beyond publications, communicated effectively – including sessions on Open Data, public engagement, platforms, tools and services -Introduction of online training and information sessions -Setting a benchmark and then monitoring year-on-year percentage increases in the number of records being created in the Data Catalogue.	April 2021  Timescale is the duration of 2020 to 2022, with annual checks on the figures	The University continues to provide all research staff services to support the incorporation of Open Research principles into their work.  Material on responsible metrics has been added to PDR training module for reviewers. New training on responsible use of metrics in recruitment is in the process of being created. In line with the implementation phase of the responsible metrics project, the University's Responsible Metrics policy was agreed at the University Senate in April 2021.  The creation of an Open Science Community linking interested researchers is currently in progress. Open Research Week, held in February each year, brings together speakers from around the world, including researchers from UK and local Universities to discuss the many aspects of Open Research. The Open Research Week run in 2021 saw registrations made by 1,266 delegates across the 8 sessions run, with a 60% attendance.  The pandemic saw a shift of the <a href="#">Researcher KnowHow programme</a> [staff login required] to online sessions and pre-recorded videos (slides and videos available on the website). Three programmes are planned in 2021. The two programmes run so far have seen 12 sessions with 292 attendees (mean average 24 attendees per session). There were two programmes in calendar year 2020, totalling 23 sessions with 403 attendees (mean average 18 attendees per session). Pre-pandemic, the programmes held through the 2018 to 2019 academic year saw 16 sessions with 223 attendees (mean average 14 attendees per session), indicating the growth of the Researcher KnowHow series.  Benchmark year set at 2020, which saw 45 deposits. Annual figures for deposited datasets can be reported against this benchmark. 2021 has seen an increase, with 109 records created (including records for datasets created and held by the PLDR). Year-by-year numbers <a href="#">are available</a> [staff login required].	Achieved - embedded in practice and business as usual.
5.3.2	Enhance the provision of research ethics development and the structures and governance required to ensure effective practice. (See Sections 5.3.1 & 5.3.3 of the 2015-2019 review report)  (See also 1.2.5, 2.2.2, 3.10.3 &	Faculties APVCs R&I / APVC RE&PR/ RPI / The Academy  RPI	Renewed online Ethics and Research Integrity module available and completion monitored by the Committee on Research Ethics and the Research Integrity and Governance Committee.  Launch of a Research Ethics Handbook containing a wide variety of	January 2022  October 2020	<b>Overview:</b> Results from Culture, Employment and Development in Academic Research Survey (CEDARS) 2021 found 81% of UoL research staff believe their institution promotes the highest level of research integrity (compared with 78% in 2020), which is higher than the national average at 75%.  The renewed Online Ethics and Research Integrity Module has been commissioned via Epigeum and is regularly signposted to research staff to support their continual engagement with training in research integrity so as to help to ensure research is conducted to the highest standards of integrity. The refreshed research integrity training resources that are now available to Liverpool staff include: <ul style="list-style-type: none"> <li>• <a href="#">Epigeum modules on research integrity and research ethics: Research Ethics in Practice &amp; Research Integrity, Second Edition</a></li> <li>• <a href="#">Erasmus University Rotterdam dilemma game</a></li> </ul>	Rolled over – see Action EC15 in the 2022-2024 Forward Action Plan in relation to launch of the Research Ethics handbook.

	7.1.1 of this document)		policy, guidance and procedural information following the June 2020 meeting of the University's Committee on Research Ethics		<ul style="list-style-type: none"> <li>• <a href="#">UK Research Integrity Office case studies pack</a></li> <li>• <a href="#">UK Research Integrity Office workshop on authorship</a></li> </ul> <p><b>Taking forward this ongoing work of researchers' continuing engagement with research ethics and integrity development, local illustrations of effective practice include:</b></p> <p><b>Faculty of Science &amp; Engineering:</b> Individual Schools have responsibility for promoting research integrity and ensuring that UKRI Research Integrity guidelines and the UUK Concordat to Support Research Integrity are followed. Dr Mark Bowden in EEE, is Chair of the Faculty Ethics Committee and is contributing to Faculty Management Team discussions on how to further promote research ethics and integrity. All Schools have ethics leads. Dr Kathy Burrell, from School of Environmental Sciences chairs one of three central University research ethics committees. In the last 12 months there has been increasing commitment to this agenda across all of the Faculty Schools, demonstrated by the creation of dedicated roles, committees and the expansion of provision and support to undergraduate and PGR students.</p> <p><b>Example of impact on research staff and illustration of good practice – School of Engineering:</b> The School has the following processes in place to ensure the ongoing engagement of all staff with research ethics and integrity development:</p> <ol style="list-style-type: none"> <li>1. Provide peer review support for research proposals and manuscripts pre-submission.</li> <li>2. Ensure that research ethics and integrity is a standing item at staff meetings and school management Meetings.</li> <li>3. Early career academics are provided with mentoring support particularly in relation to research integrity, good practice and ethics. The scheme has recently been enhanced to ensure that independent mentors are providing stronger support for early career academics.</li> <li>4. The Dean and Department Heads meet regularly with the ethics lead to review progress in relation to research ethics and integrity.</li> </ol> <p><b>Faculty of Health and Life Sciences:</b> A new Faculty Research Integrity Steering Group was established and an Action Plan now in place. Furthermore, a member of the UK Reproducibility network with a staff lead has been identified to facilitate the University's engagement with a national peer-led consortium that aims to make national best-practice available to Liverpool researchers. Faculty Institutes continue to run local activities to raise awareness on research integrity e.g. ISMIB workshop on Research Integrity in December 2021, and the Faculty also undertake regular research integrity audits (R&amp;ID). A Research Integrity Action plan contains a focus on data management and funding has also been secured for piloting electronic lab books.</p> <p><b>Faculty of Humanities and Social Sciences:</b> The Faculty Ethics Committee has appointed an ECR representative to ensure engagement with this action and has formalised the terms of reference for research integrity role-holders. Faculty schools are in process of appointing Research Integrity officers for the ongoing prioritisation of the research integrity agenda.</p> <p>The Research Ethics handbook was to have been released in Summer2020, but this has been delayed due to COVID19, and so won't be available until around the end of the 2021–2022 academic year. See Action ECI5 in the 2022-2024 Forward Action Plan.</p>	
D.5.4	Researchers should also be aware that the skills and achievements required to move on from a research position may not be the same as the skills and achievements which they displayed to reach that position.				Completed 2017 and part of core practice	No further actions anticipated at this time.
D.5.5	Researchers should recognise that the primary responsibility for managing and pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out opportunities for learning and development in order to further that career and take personal responsibility for their choices. Research managers and employers also have a responsibility to provide honest advice and appropriate structures, and to equip researchers with the tools to manage their own careers. Research managers should encourage research staff under their supervision to attend appropriate training					

	and career development courses and events.					
5.5.1	Build on phase one of the <a href="#">Prosper Project</a> to ensure that PDP mechanisms and support are effectively disseminated to research staff. (See Sections 2.6.4, 3.2.4 and 5.6.1 of the 2015-2019 review report)  (See also 1.2.4, 2.4.2, 3.1.1, 3.2, 3.3.1, 3.5.2, 3.6.1, 3.10, 6.4.1 & 7.1.1 of this document)	The Prosper Team / The Academy	Establish a benchmark of the number of users actively engaging with PDP resources via the Prosper Project.  Tools and mechanisms for career planning disseminated via local induction and PDR process.	January 2021  June 2021	Since its launch the Prosper team have been using feedback from focus groups to develop and improve the Portal which was launched at Liverpool in June 2020. The updated format was presented to researchers at Making an Impact 2021. It was rolled-out to partners at UoM and LU in July 2021. As of November 2021, <ul style="list-style-type: none"> <li>• More than 1057 users have accessed the portal since launch</li> <li>• There have been 22,082 page views during this period</li> <li>• Activities/Worksheets have been accessed 341 times during this period</li> </ul> The RSA sends personalised monthly Welcome emails to each individual new postdoc and ECR who joins the University. The Welcome emails specifically signpost information about Prosper. Additionally, all PDRAs whose contract ends are automatically eligible to take up an honorary position with the University for upto 6 months after departure, allowing them to retain their University email address and to access Prosper and other resources for that time period. This is also clarified and signposted to research staff specifically upon the end of their contracts, and the beginning of their honorary positions.	Achieved - embedded in practice and business as usual.
D.5.6	<b>Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate.</b>					
5.6.1	(See 5.6.1 of 2015-2019 review report). See 3.6.1, 3.8.1 and 3.10.2 of this document.					
<b>E: DIVERSITY AND EQUALITY</b>						
<b>Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers</b>						
Clause #	Concordat clause outline and action(s) 2020-2022	Lead	Success measure (2020-2022)	Timescale for Completion	Progress Update	Outcome/ Result (i.e status of action)
E.6.1	The UK legislative framework outlaws discrimination on the basis of age, disability, sex, sexual orientation, race or religion. It also requires public bodies to take positive steps to promote equality, based on evidence and priorities, and to develop specific schemes and action plans related to gender, race and disability to address specific issues of under-representation or lack of progression.				Part of core practice.	No further actions anticipated at this time.
E.6.4	Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful					

	<p>research performance in line with legal requirements. Employers should recognise that for parents and others who have taken career breaks, including parental leave, have worked part-time, or have taken atypical routes into research, the “early career” period may be prolonged, and this may be a time where the risk of attrition from the research path is most acute. Working conditions should allow both female and male researchers to combine family and work, children and career.</p>					
6.4.1	<p>Ensure that all research staff and research leaders are fully aware of the legal and policy requirements and the University’s stated position on flexible working. (See 6.1.1 of 2015-2019 review report).</p> <p>(See also 2.4.2, 3.6.1, 3.10.2 &amp; 5.5.1 of this document)</p>	<p>Faculties APVCs R&amp;I / APVC RE&amp;PR / HR / The Academy</p> <p>Faculties APVCs R&amp;I / APVC RE&amp;PR / HR / The Academy</p> <p>RSA / The Academy</p> <p>RSA / The Academy</p> <p>The Academy</p> <p>RSA / The Academy</p>	<p>Rolling target of 100% completion of training by relevant research staff in place and actively monitored</p> <p>5% increase in number of researcher mentors (See Section 3.8.1 of this document)</p>	<p>January 2022</p> <p>October 2020</p> <p>For academic year 2020-21</p>	<p><b>Overview:</b> The pandemic altered the context within which flexible working was considered and understood, accelerating positive change and opening up new ways of working. Leaders and managers were provided with newly developed guidance as they supported their staff. This guidance focused on the range of flexible working, from remote working to those remaining on campus ( <a href="#">D&amp;E Factsheets - Human Resources Intranet - University of Liverpool</a> staff login required] This support was signposted by the Vice Chancellor in all staff-emails and by the PVC R&amp;I in targeted communications to all research staff.</p> <p>In addition, the ‘Work Your Way’ Scheme opened in June 2020 to provide colleagues with the opportunity to work more flexibly, for a length of time that suited them, while ensuring they could revert back to their previous arrangements in the future. The options available to research staff included:</p> <ol style="list-style-type: none"> <li>1. Annual Leave Purchase Scheme</li> <li>2. Flexible Working Opportunities such as: <ul style="list-style-type: none"> <li>• 4-day week</li> <li>• 9-day fortnight</li> <li>• Term-time only working</li> <li>• ‘Travel friendly’ hours (such as shorter days to avoid peak transport hours)</li> </ul> </li> </ol> <p>The development and support of hybrid working practices remains a key focus for the university. Detailed information is available at <a href="https://www.liverpool.ac.uk/intranet/hr/hybrid-working/">https://www.liverpool.ac.uk/intranet/hr/hybrid-working/</a> [staff log-in required] and dedicated guidance for managers: <a href="https://www.liverpool.ac.uk/intranet/hr/hybrid-working/managers/">https://www.liverpool.ac.uk/intranet/hr/hybrid-working/managers/</a> [staff login required]. A set of <a href="#">Diversity and Equality factsheets</a> are available to provide further support for managers navigating these significant changes, covering topics such as: Managing Hybrid Teams, Bullying and Harassment, Health and Safety, Reasonable Adjustments, Mental Wellbeing, Staying in Touch and Parents and Carers. Signposting to opportunities for <a href="#">diversity and equality and hybrid team management training</a> is also provided. Hybrid working resources continue to be regularly updated and communicated in staff news articles, all-staff emails from the Senior Leadership Team and local-level committees and fora.</p> <p><b>Overview:</b> The University’s central mentoring database currently has 100 Mentors and 309 Mentees who are on a research contract and there are 24 active relationships that involve researchers. It is positive to see the 10% (no. 158) increase in researchers engaging with the mentoring scheme compared with the January 2020 figures.</p> <p><b>Example of impact on research staff and illustration of good practice – Faculty of Humanities and Social Sciences:</b> The Faculty has a 100% mentorship scheme in which all ECRs are assigned a mentor. Work is ongoing to continue to raise awareness and discuss development of scheme through the Faculty committee structure. The Faculty has a strong research mentorship ethos: all colleagues engage with research conversations ahead of PDR and those conversations are held with research mentors.</p> <p><b>Example of impact on research staff and illustration of good practice – School of Physical Sciences:</b> Induction includes time with the HoD and introductions to key staff. HoD is the PDR reviewer for probationary staff so that necessary support can be implemented. A dedicated research mentor helps new staff settle into our Department providing advice and feedback on grants and papers. A dedicated teaching mentor advises new academics on preparation, delivery, assessment and quality monitoring of teaching. Peer mentoring is provided through the School’s ECA forum. New academics complete teaching training, leading to Fellow of the Higher Education Academy status. A programme of researcher development events is delivered by the School including “Applying for a Fellowship”, “Finding Funding Opportunities”, “Making an Impact” and “Research Leadership”.</p> <p><b>School of Electrical Engineering, Electronics &amp; Computer Science:</b> The School’s ED&amp;I group are working on a mentor scheme for academics, especially for those sectors such as women and BAME who are generally underrepresented.</p> <p><b>School of Environmental Sciences:</b> The Postdoc contract used by the Ocean Sciences research group states they will be provided with a mentor appropriate to their career goals and aspirations and that this will be reviewed annually and adjusted if necessary.</p>	<p>Achieved following the University’s pivot to hybrid working model in the wake of Covid. Business as usual; see Appendix 3 accompanying this document for example of effective practice about Researcher-led Wellbeing Initiatives.</p>
						The Academy and RSA to launch

			dedicated case studies (at least 4 per year) focused on research staff and PIs discussing their experience of related employment issues (See Sections 2.6.2 and 2.6.3 of this document)		<p><b>Overview:</b> The Academy and the RSA published a series of case studies in which both research staff and PIs discussed their experience of related employment issues. These included:</p> <ul style="list-style-type: none"> <li><a href="#">The Working Environment: Honorary status for postdoctoral researchers and research assistants at the University of Liverpool</a></li> <li><a href="#">The Working Environment: Extension to Redeployment Period</a></li> <li><a href="#">The Working Environment: Providing a family friendly environment at the University of Liverpool</a></li> <li><a href="#">Networking and building ECR communities online</a></li> <li><a href="#">Unanticipated opportunities demonstrates the research impact of ECR fellowship</a></li> <li><a href="#">Returning to work (after lockdown 1)</a></li> <li><a href="#">Vaccine researcher passionate about postdoc opportunities</a></li> </ul> <p><b>Faculty of Humanities and Social Sciences:</b> The Faculty also regularly publish case studies of early career researchers and PIs discussing their experience of employment-related issues in a variety of settings: <a href="https://www.liverpool.ac.uk/humanities-and-social-sciences/research/blog/all-keywords/index.php?keyword=researcher-in-focus">https://www.liverpool.ac.uk/humanities-and-social-sciences/research/blog/all-keywords/index.php?keyword=researcher-in-focus</a></p> <p><b>Overview:</b> Refreshed, dedicated <a href="#">wellbeing webpages</a> (redesigned in August 2021) within the Researcher hub link to internal and external resources, including family friendly policies. The pages have received 400+ hits since relaunch. Additionally, the RSA led two Researcher Wellbeing Weeks across the University, the first in July 2020, and the second in July 2021. Ongoing RSA representation in Wellbeing activities continues to be in place as RSA reps have been invited to participate in the development of the University's Wellbeing Strategy/Action plan and in the planning for University's Wellbeing activities in 2022. Various events were organised and recorded in 2020 and 2021, focusing on PDRA wellbeing in particular: <a href="https://www.liverpool.ac.uk/researcher/work-life-balance/university-resources/wellbeing-week/">https://www.liverpool.ac.uk/researcher/work-life-balance/university-resources/wellbeing-week/</a> and retaining this focus, the University also developed a dedicated, open-access 'Wellbeing Oasis' for Postdocs, supplemented by actively-facilitated wellbeing sessions for the recently-held National Postdoc Conference which Liverpool hosted. The Wellbeing Oasis contains specially curated collections of activities and self-led resources for research staff including guided meditations, yoga sessions, relaxing music, nature observation, etc. These pages and resources continue to be regularly signposted in the RSA weekly e-bulletin. (See Appendix 3 accompanying this document for example of effective practice about Researcher-led Wellbeing Initiatives).</p> <p>A <a href="#">case study</a> by the University's Gender Equality Officer outlines the policies, provision and support that is already in place for staff for maternity, paternity, adoption or parental leave which also covers Research staff, within the University of Liverpool and how /where this information can be accessed.</p> <p>Additionally, every month a virtual coffee meeting is available for all researchers to attend to informally chat with one another, meet members of the core committee and also to welcome new starters.</p>	
			Embed a focus on Wellbeing as a mechanism for retention of research talent by ensuring a representative of the RSA on the Wellbeing Board	April 2021		
			Provide a dedicated online 'living' resource for research staff to access advice regarding maternity, paternity, adoption or parental leave, and return from parental leave. Cascade information via RSA and local ECR networks to 100% research staff	January 2021	<p><b>Overview:</b> The University's <a href="#">Family Friendly Advice</a> page on the Researcher Hub contains information about the University's Family Friendly policies and case studies. This is flagged on a regular basis via the RSA mailing list which goes out to 100% research staff across the institution.</p> <p>Additionally, approximately 75% of departments have voluntary Family Friendly Advisers. Advisers can support any staff, male or female, who have children, are expecting a child/children or care for other loved ones. They may also provide information to managers. Family friendly advisers are trained in supporting with the following:</p> <ul style="list-style-type: none"> <li>Signposting staff to relevant HR policies, processes, support or facilities.</li> <li>Providing advice on basic elements of family friendly policies – more complex queries will require you to contact HR.</li> <li>They may be able to offer a 'return to work' informal meeting with you following a return from family related leave. This could be to discuss topics that you may not wish to discuss with your manager e.g. managing breastfeeding.</li> <li>Some Advisers are parents and carers themselves, so may be able to share their own experiences with you e.g. how they managed their return to work after a career break.</li> </ul>	
			Advertising the <a href="#">UKRSA guidance</a> via our volunteer Family Friendly Advisers, ensuring that Advisers are briefed on signposting research staff to suitable resources and contacts.	September 2020	<p>The UKRSA <a href="#">leaflet</a> on tips for researchers taking maternity, paternity, adoption or parental leave and advice for institutions and employers has been shared via the University's Gender Equality Officer with the Universities family friendly advisers for their reference too.</p> <p><b>Example of impact on research staff and illustration of good practice – Addition to the University's suite of Family Friendly policies - Fostering Leave Policy:</b> Additionally, in November 2021, the University introduced a Fostering Leave policy, intended to enhance existing provision in the family-friendly area. The new Fostering Leave policy sets out the University's commitment to supporting staff members who provide foster care for children and introduces a brand-new entitlement to 5 days' paid leave per year for commitments in connection with fostering responsibilities. The policy has been developed with input from The Fostering Network – the UK's leading fostering charity, who have accordingly endorsed the University as a 'fostering friendly employer'. The full policy can be accessed at: <a href="https://www.liverpool.ac.uk/media/livacuk/hr/whyworkhere/familyfriendly/Fostering_Leave_Policy_FINAL_Aug.21.pdf">https://www.liverpool.ac.uk/media/livacuk/hr/whyworkhere/familyfriendly/Fostering_Leave_Policy_FINAL_Aug.21.pdf</a></p>	
6.4.2	Project SHAPE will ensure that Equality and Diversity is embedded within the fabric of the HLS Faculty restructure.	HLS Research & Impact Directorate	New appointments in HLS to include: - APVC Environment and Infrastructure (portfolio to contain EDI and wellbeing) - EDI and Wellbeing Director in each Institute (Chair level appointment to ensure senior PIs are held accountable) - EDI faculty co-ordinator to elevate best practice; and dedicated	2020-2022 In line with Project SHAPE timeline	<p>Project SHAPE is an ambitious strategic change programme, which aims to better integrate the research and education agendas within the Faculty of Health and Life Sciences, and improve the impact of our research on health outcomes, both locally and globally. As part of the restructure, the new appointments were all made, including:</p> <ul style="list-style-type: none"> <li>- APVC Environment and Infrastructure (portfolio contains EDI and wellbeing)</li> <li>- EDI and Wellbeing Director in each Institute (ensures senior PIs are held accountable)</li> <li>- EDI faculty co-ordinator to elevate best practice; and dedicated professional staff support in each Institute.</li> </ul> <p>Additional resources also enabled the appointment of a Grade 6 admin post &amp; a Grade 7 EDI and Wellbeing lead to focus specifically on EDI in the context of Research Culture and Environment. An interim administrator is also in place for supporting Athena Swan faculty submission.</p>	Achieved - embedded in practice and business as usual.

			professional staff support in each Institute.		<b>Example of impact on research staff and illustration of good practice – Embedding Equality and Diversity via the launch of the Report+Support Tool:</b> At a central level, in early 2021, the University launched the new <a href="#">Report + Support Tool</a> a quick and simple reporting mechanism, as part of the University's commitment to promoting diversity and equality, and to providing a supportive and inclusive environment. Staff and students can confidentially and anonymously use the tool to report discrimination, misconduct, hate crime, harassment, assault or discrimination. The Tool allows both anonymous reporting, or reporting with contact details included. The platform also signposts to a rich range of support resources for those who might experience bullying and harassment; sexual harassment and stalking; sexual assault and rape; domestic abuse, honour-based abuse and forced marriage; hate crime; or those who might require immediate help and safety.	
E.6.5	It is important for employers to respond flexibly to requests for changed work patterns and to resist instant refusals on the assumption that, because research has always been carried out in a particular way, it cannot be done differently.				Completed 2014 and part of core practice.	No further actions anticipated at this time.
E.6.7	Employers should aim for a representative balance of gender, disability, ethnicity and age at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of a transparent equal opportunity policy at recruitment and at all subsequent career stages. Diversity should be reflected on selection and evaluation committees. What is 'representative' will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments, from a particular group to any given level should reflect the percentage in the available pool at the level immediately below.				Completed 2016 and part of core practice.	No further actions anticipated at this time.
E.6.8	Account should also be taken of the personal circumstances of groups of researchers. Examples would include researchers who have responsibility for young children or adult dependants, researchers for whom English is not a first language, older or younger researchers, or researchers with disabilities and long-term health issues. Employers and funders should change policies or practices that directly or indirectly disadvantage such groups.				Completed 2014 and part of core practice.	No further actions anticipated at this time.

E.6.9	All managers of research should ensure that measures exist at every institution through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties.				Completed 2009 and updated regularly	No further actions anticipated at this time.																																																																				
E.6.10	Employers should also consider participation in schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers.																																																																									
6.10.1	The University will continue to engage with the Athena SWAN Charter as a means to distinguish and embed good practice with regard to equality and diversity. Our aim is to progress from our current institutional Silver award to Gold. (See section 6.1 & 6.10 of the 2015-2019 review report)	Athena SWAN Steering & Implementation Group/ HR/ Academic depts.	Align the activity of the Concordat Steering Group with that of the Athena SWAN. An ongoing commitment to the achievement of an institutional gold award.  Increased number of institutes and departments receiving Athena SWAN accreditation and aim for 50% of Schools/Institutes to hold a Silver award.	In line with Athena SWAN planning timelines with applications being made in April and November each year  December 2020	<p>The University's Athena Swan operational lead is a member of the Concordat Steering Group (CSG) to ensure alignment of activity across both Charters. Furthermore, PDRA representatives of the RSA who sit on the CSG also sit on the University's Athena Swan Committee.</p> <p>The University's next Athena Swan Silver application and accompanying 5 year action plan are currently being developed. They will be submitted at the end of March 2022. The application and action plan focus on gender equality, however with recognition that experience of gender intersects with and is influenced by other equality characteristics.</p> <p>Currently, 58% (i.e 7 of the University's 12) Schools/ Institutes hold a Silver Award as illustrated below:</p> <table border="1"> <thead> <tr> <th></th> <th>Award</th> <th>Date</th> <th>Website</th> </tr> </thead> <tbody> <tr> <td><b>University</b></td> <td>Silver</td> <td>2016</td> <td></td> </tr> <tr> <td colspan="4"><b>Faculty of Health &amp; Life Sciences:</b></td> </tr> <tr> <td><b>Institute of Infection, Veterinary and Ecological Sciences</b></td> <td>Silver</td> <td>2020</td> <td></td> </tr> <tr> <td><b>Institute of Life Course and Medical Science</b></td> <td>Silver</td> <td>2020</td> <td></td> </tr> <tr> <td><b>Institute of Population Health</b></td> <td>Silver</td> <td>2020</td> <td></td> </tr> <tr> <td><b>Institute of Systems, Molecular and Integrative Biology</b></td> <td>Silver</td> <td>2020</td> <td></td> </tr> <tr> <td colspan="4"><b>Faculty of Humanities &amp; Social Sciences:</b></td> </tr> <tr> <td><b>School of the Arts</b></td> <td>Bronze</td> <td>2021</td> <td><a href="#">Staff Intranet</a></td> </tr> <tr> <td><b>School of Histories, Languages &amp; Cultures</b></td> <td>Bronze</td> <td>2018</td> <td></td> </tr> <tr> <td><b>School of Law &amp; Social Justice</b></td> <td>Bronze</td> <td>2018</td> <td><a href="#">Staff Intranet</a></td> </tr> <tr> <td><b>Management School</b></td> <td>Silver</td> <td>2020</td> <td><a href="#">Staff Intranet</a></td> </tr> <tr> <td colspan="4"><b>Faculty of Science &amp; Engineering:</b></td> </tr> <tr> <td><b>School of Electrical Engineering, Electronics &amp; Computer Science</b></td> <td>Bronze</td> <td>2019</td> <td><a href="#">Webpage</a></td> </tr> <tr> <td><b>School of Engineering</b></td> <td>Bronze</td> <td>2017</td> <td><a href="#">Webpage</a></td> </tr> <tr> <td><b>School of Environmental Sciences</b></td> <td>Silver</td> <td>2018</td> <td><a href="#">Webpage</a></td> </tr> <tr> <td><b>School of Physical Sciences</b></td> <td>Silver</td> <td>2016</td> <td><a href="#">Webpage</a></td> </tr> </tbody> </table> <p>In terms of the University's ongoing commitment to engaging with Athena Swan, progress at local levels is illustrated below:</p> <p><b>School of Engineering:</b> Submitted the application for Athena SWAN Silver award, in May 2021; awaiting outcome.</p>		Award	Date	Website	<b>University</b>	Silver	2016		<b>Faculty of Health &amp; Life Sciences:</b>				<b>Institute of Infection, Veterinary and Ecological Sciences</b>	Silver	2020		<b>Institute of Life Course and Medical Science</b>	Silver	2020		<b>Institute of Population Health</b>	Silver	2020		<b>Institute of Systems, Molecular and Integrative Biology</b>	Silver	2020		<b>Faculty of Humanities &amp; Social Sciences:</b>				<b>School of the Arts</b>	Bronze	2021	<a href="#">Staff Intranet</a>	<b>School of Histories, Languages &amp; Cultures</b>	Bronze	2018		<b>School of Law &amp; Social Justice</b>	Bronze	2018	<a href="#">Staff Intranet</a>	<b>Management School</b>	Silver	2020	<a href="#">Staff Intranet</a>	<b>Faculty of Science &amp; Engineering:</b>				<b>School of Electrical Engineering, Electronics &amp; Computer Science</b>	Bronze	2019	<a href="#">Webpage</a>	<b>School of Engineering</b>	Bronze	2017	<a href="#">Webpage</a>	<b>School of Environmental Sciences</b>	Silver	2018	<a href="#">Webpage</a>	<b>School of Physical Sciences</b>	Silver	2016	<a href="#">Webpage</a>	Achieved - embedded in practice and business as usual.
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**F: IMPLEMENTATION AND REVIEW**

Principle 7: The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK.

Clause #	Concordat clause outline and action(s) 2020-2022	Lead	Success measure (2020-2022)	Timescale for Completion	Progress Update	Outcome/ Result (i.e status of action)
F.7.1	The implementation of the Concordat's principles will lead to greater integration of researchers into the mainstream management and career development structures of their employing organisations. The aim of this section is to promote implementation through a collective commitment to reviewing its progress.					

7.1.1.	<p>Foreground the principles and implications of the Concordat at all levels of staff, through agreed communication and monitoring mechanisms</p> <p>Foreground awareness of support for researchers in all interactions with PIs and research staff (See Section 3.13.2 of the 2015-2019 review report)</p> <p>Ensure the principles and intent of the Concordat are reflected in the refreshed University Strategy (See also 1.2.4-1.2.5, 2.2.2, 3.1.1, 3.2, 3.3.1, 3.5.2, 3.10, 5.3.2, and 5.5.1 of this document)</p>	<p>CSG/ PVC R&amp;I / APVCs R&amp;I / APVC RE&amp;PR</p> <p>The Academy / The Prosper Team / RSA</p> <p>PVC R&amp;I</p>	<p>Concordat effectively aligned with Athena Swan (and associated EDI agendas) and Technician Commitment through all formal reporting mechanisms by having at least one representative of the respective initiative on the relevant steering groups</p> <p>Synergies and connections with preparations for REF and in particular the Environment Statement, are fully articulated</p> <p>Regular briefings for PIs and research staff prepared that update on the opportunities available (See 2.3.1, 2.6.2 and 3.1.4 of this document)</p> <p>The new University Strategy will make clear the University's commitment to the effective career development, support and success of all research and related staff</p>	<p>On-going in line with formal reporting</p> <p>On-going in line with REF timelines</p> <p>As per timelines of referenced actions</p> <p>In line with Strategy Development timeline over 2019-20</p>	<p><b>Overview:</b> The <a href="#">Concordat Steering Group (CSG)</a> continues to provide a robust framework for implementation, monitoring and governance. It is chaired by the Pro Vice Chancellor for Research &amp; Impact and critically, includes significant representation from across the researcher community, academic and research-related professional staff at all levels, ensuring a consistent reflection on the realities of the researcher experience at Liverpool. The Group's membership also consists of the University's Strategic and Operational Leads for Athena Swan, the Race Equality Charter and the Technician's Commitment. Furthermore, PDRA representatives of the RSA from the CSG also sit on the University's Athena Swan Committee, the Research and Impact Committee, the University Wellbeing Committee, etc to ensure that the Concordat, along with awareness of support for researchers is being foregrounded in discussions and actions across various strategic and operational fora. The UoL <a href="#">Research and Impact Committee (RIC)</a> oversees the development and implementation of strategies, policies and frameworks and the enhancement of the University research environment. RIC receives regular updates from the CSG and, in turn, reports to the <a href="#">Senate</a> and the <a href="#">University Council</a> and to the <a href="#">Planning and Resources Committee</a>. The University became a signatory to the revised UK Researcher Development Concordat in July 2020 via a public commitment by the Vice Chancellor. An internal gap analysis was undertaken and an Action Plan produced which was signed off by the University Council.</p> <p>Awareness of the Researcher Development Concordat and its benefits for research staff is also growing across the University with 27% (2020) reporting via the Culture, Employment and Development in Academic Research Survey (CEDARS) that they have some understanding, versus 37% in 2021.</p> <p>More significantly, results from Culture, Employment and Development in Academic Research Survey (CEDARS) 2021 indicated that 57% of research staff at Liverpool are on open-ended contracts in 2021, up from 55% in 2020, compared with an overall 2021 sector benchmark of 21% of research staff being on open contracts.</p> <p>The University has included consideration of the Researcher Development Concordat and EDI in all aspects of the <a href="#">REF submission process</a> [staff login required]. The full details are laid out in the University REF Code of Practice. Three key components are:</p> <ol style="list-style-type: none"> <li>1. EDI training for all staff with REF2021 decision making responsibilities via a mixed portfolio of content and delivery, including commissioning specific Advance HE equality training for over 100 staff involved in research assessment and leadership. This training has been converted to online modules to further support staff and disseminate good practice.</li> <li>2. Regular ongoing and final EDI assessments of internal research assessment processes, REF processes and selections. This work has led to regular updates and support for colleagues involved in REF process, informed the composition of REF selection panels and REF decision making groups.</li> <li>3. Cross UoA oversight of process and meetings, particularly regarding the impact of EDI issues.</li> </ol> <p>The results of these actions and the outcome of EDI assessments have been regularly reported to University Senior Leadership team, Senate and Council</p> <p>The PI network was established in September 2020 as a key route for information-sharing, and supporting PIs to best develop their postdocs. The RSA have instigated a weekly e-bulletin which also forms a channel of sharing information about upcoming opportunities, and signposting key aspects for information, advice and guidance relevant to PDRA needs. (See 2.3.1, 2.6.2 and 3.1.4 of this document for further work in this area.)</p> <p><b>Taking forward this ongoing work of foregrounding the principles and implications of the Concordat at all levels of staff, local illustrations of effective practice include:</b></p> <p><b>Faculty of Science and Engineering:</b> Have established a new Enhancing Research Culture Task &amp; Finish Group to generate a suite of recommendations, which will enhance the research culture of the Faculty, and consider the appropriate mechanisms to ensure sustainability and progress of the same. To achieve this, the group is:</p> <ul style="list-style-type: none"> <li>• Developing recommendations to embed charters (e.g. Researcher Development Concordat) and institutional activities (e.g. Project RISE) into Faculty research culture, ensuring appropriate mechanisms are in place for sustainability.</li> <li>• Considering how the commitments and good practice described in REF environment statements can be sustained and incorporated into business as usual</li> <li>• Reviewing areas of good practice across the faculty and make recommendations for Faculty-wide adoption, when this is appropriate.</li> <li>• Considering how engagement in surveys such as CEDARS can be improved and make recommendation on how we can integrate actions from these routinely into our Faculty research culture.</li> </ul> <p>A separate Concordat sub-group comprising key PS staff [including Heads of Operations] from across the Faculty will focus on the requirements of the 10-year review. This group will share good practice and identify areas for improvement, feeding back to the Task &amp; Finish Group to develop a set of agreed actions for 2022 – 2023.</p> <p>School Directors of Research have been actioned with delivering briefings to staff to raise awareness of the Concordat, Statement of Expectations and what support / opportunities are available to research staff locally and centrally.</p> <p><b>School of Physical Sciences:</b> linking Athena Swan activity with the concordat. Chemistry have nominated EDI leads.</p> <p><b>School of Environmental Sciences:</b> Concordat is promoted to staff via Departmental meetings and since September 2021, also and via Research Strategy Group</p> <p><b>Faculty of Humanities and Social Sciences:</b> Terms of Reference are in the process of being drawn up for Concordat Champions. (See Action EC11 in the 2022-2024 Forward Action Plan.) Additionally, as per timelines of referenced actions, the Faculty REF Environment Groups had briefings from the Academy and staff reviewed versions and feedback. The HSS REF Sharepoint also contained information and data</p>	<p>Achieved - embedded in practice and business as usual – and see Action EC11 in the 2022-2024 Forward Action Plan in relation to the appointment of Concordat Champions at Faculty levels.</p>
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					<p>on the Researcher Development Concordat &amp; the Prosper Project for the various Units to incorporate within submissions.</p> <p><b>Example of impact on research staff and illustration of good practice – Faculty of Health and Life Sciences:</b> The Concordat is a standard agenda item on all relevant Institute Committees and ECRs, including specifically PDRAs are represented on all relevant Institute committees. Concordat principles and Statement of Expectations are included in PDR &amp; induction guidance, and updates from CSG are regularly fed back to Heads of Operations via Operations Team meetings. Institutes within the Faculty have appointed EDI leads and the Faculty has been awarded a silver Athena Swan award following the recent Project SHAPE restructure. Institute committees have been established as well as a Faculty EDI Committee. Dedicated EDI admin support at Faculty level is also now in place. Many of the institutes have appointed Concordat champions / working groups that continue to take forward synergies between the Concordat, Athena Swan, Technician’s commitment and other key charters.</p> <p><b>Institute of Systems, Molecular and Integrative Biology (ISMIB):</b> A Concordat working group has been established to raise awareness and oversee implementation of the Concordat Action Plan and further actions. A newly-developed dedicated intranet website is also helping as a key signposting tool to raise further awareness and galvanise PDRA input into local activities.</p> <p><b>Institute of Infection, Veterinary and Ecological Sciences (IVES):</b> A Fellowship group has been established to oversee/lead on Concordat activity.</p> <p><b>Institute of Population Health (IPH):</b> A new Contract Researchers Committee has been established to lead on Concordat activity</p> <p>The <a href="#">University Strategy 2026</a> was refreshed in 2021 and now specifies the University’s commitment to the Researcher Development Concordat within the Research and Impact section, stating, “To achieve our strategic goals we will enhance opportunities through Prosper and Cradle to Chair and endorse the principles of the <a href="#">Concordat to Support the Career Development of Researchers</a>, recognising that a positive and inclusive culture that fosters personal and professional development is key to success. We will prioritise support to areas with the greatest potential to become world-leading in research and impact outcomes.”</p>	
F.7.2	<p>The signatories agree:</p> <ul style="list-style-type: none"> <li>a) to constitute a steering group under an independent chair to oversee the implementation and review of the Concordat with appropriate representation of the funders and sector bodies including the Professional Institutions. This group will inform the UK Research Base Funders’ Forum of progress.</li> <li>b) to procure an independent benchmarking study to assess the state of the sector at the launch of this Concordat.</li> <li>c) to contribute an appropriate share of the costs of supporting implementation and review, including the benchmarking report.</li> <li>d) to draw up an implementation plan for the Concordat, to ensure a coherent and sustained approach by organisations operating in the sector and the appropriate use of survey and</li> </ul>					

Clause #	Concordat clause outline and action(s) 2020-2022	Lead	Success measure (2020-2022)	Timescale for Completion	Progress Update	Outcome/ Result
	<p>monitoring tools such as the Careers in Research Online Survey (CROS).</p> <p>e) to undertake and publish a major review of the implementation of the Concordat after three years reporting to the signatories and taking account of progress against the benchmark report and the views of researchers and employers (both outside and within the HE sector).</p>					
7.2.1	<p>Use of institutional data from the 2019 institutional staff survey and the soon to be launched 'UK Researchers Survey' (which will be replacing CROS and PIRLS) to inform future support for researchers. (See Sections 3.5.2 &amp; 7.1.2 of the 2015-2019 review report)</p>	The Academy	<p>Review the data and identify where provision can be enhanced, taking into account by equality characteristics where possible. Include this in feedback to researchers via the RSA.</p>	<p>From February 2020 as data is made available and as per UK Researcher Survey timelines</p>	<p><b>Overview:</b> The University participated in the CEDARS pilot year in 2020 (35% completion rate), and ran CEDARS again in 2021 (32% completion rate), which enabled the development of a useful baseline for data. All data, including the 2021 benchmarking data that was made available by Vitae were shared with local levels across various Faculties and departments, and operational leads of key charters such as Athena Swan, Technician's commitment, Prosper Project and so on. A Prosper blog profiling the UK postdoc population in general, incorporating some findings from institutional surveys, with a particular focus on equality characteristics was published: <a href="https://www.liverpool.ac.uk/researcher/prosper/blog/prosper/whos-who-profiling-uk-postdoc-population/">https://www.liverpool.ac.uk/researcher/prosper/blog/prosper/whos-who-profiling-uk-postdoc-population/</a></p> <p>The RSA ran further focus groups based on the data from CEDARS in relation to PDRAs' induction experiences, and the information about various HR policies. (See the report against Action 2.2.5 in this document)</p> <p>The most recent staff survey that was held in November 2019. Out of the 4813 total survey responses received, 41% were from Research or Academic staff. We identified four areas of priority from the 2019 staff survey where the university has focus actions for improving staff experiences in four areas: Communication and Involvement; Leadership; Wellbeing and Workload; and Managing Change. Since the 2019 staff survey, research staff related outcomes have included:</p> <ul style="list-style-type: none"> <li>• Launched the <a href="#">Heilbron Leadership Programme</a> first cohort</li> <li>• Created an <a href="#">EHRC working group</a> and committed to signing up to Race Equality Charter</li> <li>• Created the <a href="#">RISE project</a> to explore the impact of the pandemic on research activity</li> <li>• Introduced <a href="#">Report and Support</a> for both staff and students to report behaviour that makes them feel uncomfortable, including bullying and harassment</li> <li>• Held eight <a href="#">Validium</a> briefing events to promote the breadth of services available through the EAP to over 330 staff and managers</li> <li>• Created the "<a href="#">Five-a-Day Framework</a>" to support staff in establishing healthy working routines.</li> </ul> <p><b>Further taking forward the ongoing work of using data from CEDARS and the institutional staff survey, local illustrations of effective practice include:</b></p> <p><b>Faculty of Science and Engineering:</b> The new Enhancing Research Culture Task &amp; Finish Group, and Concordat sub-group will review and report on the quality of the research environment and culture and will identify where good practice can be incorporated into BAU and where provision can be enhanced. These groups will also consider how engagement in surveys such as CEDARS can be improved and make recommendation on how we can integrate actions from these routinely into our Faculty research culture.</p> <p><b>School of Physical Sciences:</b> A communication-themed survey is being sent out across the School to seek feedback on the proposal of having a longer term protected feedback mechanism and feedback on general communication in the School. A focus group will design the survey, for distribution in September 2021.</p> <p><b>School of Environmental Sciences:</b> The Research Strategy Group (RSG) meet 4 times per year and have representatives for all research areas including post doc. Aim to ensure that our research environment is vibrant and engaging. RSG address any issues and feed up to SMT. RSG run research events such as Grant Writing, Raising the Level (of outputs) Fellowships, Pitching etc.</p> <p><b>Example of impact on research staff and illustration of good practice – Faculty of Health and Life Sciences:</b> CEDARS survey results were analysed and summarised into a report which was sent to Institute Deans and Heads of Ops to consider when forming their new Institute policies and procedures. The analysis was also shared with the APVC and deputy APVC for research. The results of the second CEDARS survey were analysed and compared with the previous year to identify issues and improvements.</p>	<p>Achieved - embedded in practice and business as usual; see Appendix 3 accompanying this document for example of effective practice about Research Staff-led Peer Consultation on Human Resources (HR) Policies and Induction Processes.</p>

## 2020 – 2024 4 Year Proposed Strategy

Our strategy to support the career development of our research staff over the next two to four years is heavily influenced by the new Concordat to Support the Career Development of Researchers (published in September 2019) and related aspects of the Concordats for Research Integrity, Open Research Data, Public Engagement and the upcoming Knowledge Exchange Concordat. We continue to remain committed to the principles of the 2008 Concordat to Support the Career Development of Researchers over the next four years, and intend to become a signatory to the recently-reviewed [UK Researcher Development Concordat](#) in early 2020):

### Principles 1 & 2 (Recruitment & Selection, Recognition & Value)

- To ensure that research staff are represented consistently across the University.
- To ensure research staff have the opportunity to voice their opinion through a range of channels.

### Principles 3, 4 & 5 (Support, Career Development and Researchers' Responsibilities)

- To support research staff development in line with: the [University's Strategy 2026](#), The [Research and Impact Action Plan](#); [Equality, Diversity and Inclusion Strategies](#); the [new Researcher Development Concordat](#); and the changing research landscape.
- To continue to support the University's Research Staff Association.
- To continue to support research staff through the [Prosper](#), [Making an Impact](#), [FLTHER](#), [PCGAP](#) and [Leadership and Management](#) Programmes.

### Principle 6 (Diversity & Equality)

- To pursue accreditation for [Athena SWAN Charter Mark](#) for all University departments, with departments in all faculties to achieve an Award.

### Principle 7 (Implementation and Review)

- To provide enhanced support for research staff career development in light of the new Concordat to Support the Career Development of Researchers.
- To discuss regular updates on progress on staff related matters including all researcher development activities and action plans at the [Concordat Steering Group](#) and the [Research and Impact Committee](#).

## Success Measures

Our success will be measured in terms of timely achievement of the actions as set out in the Action Plan. In addition, our success measures include the following:

- Evidence of progress/improvement in the UK Researcher Survey (that will replace the CROS and PIRLS) data when compared with previous years where possible.
- Retention of institutional Athena SWAN Silver Award and ongoing commitment to the achievement of an institutional gold award and the submission for departmental Athena Swan Awards within all departments.

## List of Abbreviations:

**APVCs R&I** – Associate Pro-Vice Chancellors for Research and Impact from each Faculty

**APVC RE&PR** – Associate Pro-Vice Chancellor for the Research Environment and Postgraduate Research

**CEDARS** – the Culture, Employment and Development in Academic Research Survey which replaced the CROS and PIRLS surveys

**CROS** – Careers in Research Online Survey

**CSG** – Concordat Steering Group

**EDI** – Equality, Diversity and Inclusion

**EQIA** – Equality Impact Assessments

**FLTHER** – Foundations of Learning and Teaching in Higher Education

**FSE** – Faculty of Science and Engineering

**HE** – Higher Education

**HR** – Human Resources

**HEIF** – Higher Education Industrial Fund

**HSS** – Faculty of Humanities and Social Sciences

**IIB** – Institute of Integrative Biology

**ISMIB** – The Institute of Systems, Molecular and Integrative Biology in the Faculty of Health and Life Sciences

**IVES** – The Institute of Infection, Veterinary and Ecological Sciences in the Faculty of Health and Life Sciences

**IPH** – The Institute of Population in the Faculty of Health and Life Sciences

**L&M** – Leadership and Management

**N8** – A Research Partnership collaboration of the eight most research intensive Universities in the North of England, including Liverpool

**OD** – Organisational Development

**PCGAP** – Postgraduate Certificate Academic Practice

**PDP** – Personal Development Plan

**PDR** – Professional Development Review (UoL staff appraisal review)

**PDRA** – Post Doctoral Research Associate

**PIRLS** – Principal Investigators and Research Leaders Survey

**PIs** – Principal Investigators

**Project SHAPE** – an ambitious change and restructuring programme aimed at effectively integrating the research and education agendas within the Faculty of Health and Life Sciences.

**Project RISE** – 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.

**Prosper Project** – a £4.4million Research England-funded project to enhance first-time postdoctoral career development and success

**PVC R&I** – Pro Vice Chancellor for Research and Impact

**RDF** – Researcher Development Framework

**RIC** – Research and Impact Committee

**RISE** – See Project RISE in this glossary

**RPI** – Research Partnerships and Innovation Directorate

**RPL** – Recognition of Prior Learning

**RSA** – Research Staff Association

**S&E** – The Faculty of Science and Engineering

**SRFs** – Shared Research Facilities (part of the Faculty of Health and Life Sciences)

**The Academy** – The Leadership, Organisational, Professional & Academic Development Academy which leads on all staff development activities.

**TTF** – Tenure Track Fellowships

**ULTRA** – The University of Liverpool Teaching Recognition and Accreditation (ULTRA) Framework through which those who teach at the University have the opportunity to gain recognition for high quality teaching.

**UoL RSA** – The University of Liverpool Research Staff Association

Note: The Concordat Steering Group (chaired by the Pro Vice Chancellor for Research and Impact) meets every 6-8 weeks. Additional fora will be coordinated by The Academy to take forward specific development focused actions within the Action Plan.