

## **Appendix 2: Action Plan to Support the Implementation of the Concordat to Support the Career Development of Researchers: 2020-2024**

### **This document contains:**

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

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

<b>A: RECRUITMENT AND SELECTION</b>				
<b>Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.</b>				
<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>
A.1.1	<b>All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution.</b>			No further actions anticipated at this time
A.1.2	<b>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.</b>			
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
1.2.2	Clarify expectation that all research staff should complete the online Diversity & Equality module.	HR/ The Academy & APVCs R&I & APVC RE&PR	Rolling target of 100% completion of training by relevant research staff within their first six months in role	January 2022
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
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 <a href="#">Prosper Project</a> 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
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	Launch of the online Researcher Development Concordat module for all relevant staff groups (via targeted comms)  Completion of obligatory role-related module by at least 20% new grant holders within six months of beginning grant.	May 2020  Rolling monitoring after launch with assessment point May 2021
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
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 requested as this may be of assistance to the researcher in considering their further career development.</b>			Completed in in 2017. Ongoing promotion of Unconscious Bias training, as above
A.1.5	<b>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.</b>			Completed in 2016.

<b>B: RECOGNITION AND VALUE</b>				
<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.</b>				
<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.2.1	<b>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.</b>			Completed in 2011.
B.2.2	<b>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.</b>			
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
2.2.2	Ensure increased awareness and implementation of the <a href="#">Statement of Expectations</a> for Research Staff across all research staff groups (See also 1.2.5, 3.10.2, 5.3.2 & 7.1.1 of this document)	The Academy/ APVCs R&I & APVC RE&PR  The Academy	Include the Statement with all new offer letters to research staff  Include a live link to the Statement and to <a href="#">Prosper Project</a> opportunities in the monthly 'Welcome Emails' to all new research contract holders	July 2020  March 2020
2.2.3	Develop a new Statement of Expectations for Technical Staff and their managers, which ensures parity with research staff, as appropriate	Technician Commitment Steering Group	The new Statement of Expectations for Technical Staff to clarify equality of expectations in relation to access to development time / opportunities and in terms of recognition (for instance, in paper authorship) between research and technical staff. This will be underpinned by guidance provided to Pls to articulate the value the institution places on team science and the expectation on them to recognise contributions	July 2021
2.2.4	All new policy development will incorporate appropriate consideration of equality and diversity concerns, including in relation to contractual status. (See Section 2.2 of the 2015-2019 review report)  (See also 5.5.1 & 6.4.1 of this document)	Policy Authors & Associated Senior Managers / HR / The Academy  PVC R&I /APVCs R&I & APVC RE&PR	Work towards Equality Impact Assessments (EQIAs) to be conducted by policy owners for 100% new research-related policies, ensuring that all new policies submitted to the University include EQIA summary  Work towards members of all relevant committees to engage in bespoke development on EQIA processes	July 2021  October 2020
2.2.5	Ensure that those responsible for institutional and faculty research leadership are appropriately informed to lead equitable policy development. (See Section 3.13.2 of 2015-2019 review report)	The Academy & RSA	Initial survey and focus group with RSA members to ascertain awareness of existing policies linked to research careers to inform a benchmark. Targets for increases in awareness and engagement agreed following benchmarking.	October 2020 and then according to agreed timeline
2.2.6	Utilise the outcomes of Project SHAPE (the restructure of the Health & Life Sciences Faculty) to pilot further key activities linked to Concordat principles. Proposed initiatives include:  -Instigate new Faculty and Institute research strategies - ECR from the leadership group to sit on Faculty Research Strategy Group and relevant appointment Committees -Investigate a third career pathway for research scientists and technologists - A Faculty-wide Wellbeing template and overarching principles, with room for local modification depending on the composition of each Institute - Appointment of EDI and Wellbeing Champion to each Institute Leadership Team - Staff trained in Mental Health Awareness/First Aid in each Institute particularly those who are student facing or peer led  (See also 2.6.1, 3.3.2 & 3.13.1 of this document)	EPVC HLS and Project SHAPE Leadership Team  Cascade of institutional learning from pilots and new activities led by Faculty Research & Impact Directorate and Academy	Staff forums instigated in each of the new institutes (and / or at Faculty level) as a live forum to discuss Concordat-related issues  - Launch of new Faculty and Institute research strategies - ECRs directly represented on all relevant Institute management teams and steering groups. Representatives actively liaising with relevant constituencies. - Representation numbers and membership by researchers actively monitored by Faculty and Institute Leadership Teams to develop a benchmark for ongoing effective practice. - 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) - Monitor number of staff trained in Mental Health Awareness / First Aid to establish a benchmark	October 2020  2020-2021 in line with Project SHAPE timeline, as new governance structures developed
B.2.3	<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 management of researchers and should provide training opportunities, including equality and diversity training, to support research managers in doing this. Institutions will wish to consider how research managers' performance in these areas is developed, assessed and rewarded, and how effectively this supports good research management.</b>			

Clause #	Concordat clause outline and action(s) 2020-2022	Lead	Success measure (2020-2022)	Timescale for Completion
2.3.1	Review and enhance research leadership development offer as key strand of wider L&M development review (Phase2). (See Sections 2.3.3., 2.3.4 & 2.6.2 of the 2015-2019 review report)  (See also 3.2.4, 3.5.2 & 3.10.1 of this document)	The Academy	A clear Research Leadership development pathway is articulated within the renewed Phase 2 L&M Portfolio. This explicitly links to the <a href="#">Statement of Expectations</a>  Role-Specific obligatory module on the Concordat principles embedded into induction process for 100% research leaders and related staff  10 Research Leaders identified within the Senior Leadership Induction and bespoke mentoring, planning and support made available  Focus on the leadership of research practice embedded within the design of the <a href="#">Heilbron Executive Leadership Programme</a> [intranet link]	December 2020  May 2020 onwards (see Action 1.2.5 of this document)  On-going in line with Senior Induction cycle  February 2020
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 Launch 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	Baseline identified from 2018-19 PDR cycle and targets agreed with Faculty leadership for 2020-21 and 2021-22
2.3.3	Launch OD Dashboards enabling real-time monitoring of PDR completion rates and engagement in relevant training and development, sickness, absence and all other relevant employment data	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 2.3.2 in this document)	Licenses for use of Dashboards rolled out from March 2020. Monitoring of usage from March 2020 in line with agreed project timelines.
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
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
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
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
B.2.6	<b>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.</b>			
2.6.1	Further promote opportunities for research staff to engage in institutional activities that support their increased employability and provide mechanisms to demonstrate leadership  (See also 2.2.6, 3.3.2, 3.5.1 & 3.13.1 of this document)	APVCs R&I / APVC RE&PR / Faculty leadership teams / HR / The Academy  APVCs R&I / APVC RE&PR / The Academy	Faculties providing opportunities for research staff to participate in committees, working groups, leadership activities and appointment panels in order to set a benchmark for such activity.  Launch of guidance on the benefits for all parties and participation / best practice captured from that point forward on an annual basis.	Throughout 2019-20 with annual monitoring of engagement  December 2020
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

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</a> [intranet link] 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
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
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 cross-institutional practices	Piloted from Spring 2021
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

### 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
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	<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.  (See also 1.2.4, 3.2, 3.3.1, 3.5.2, 3.10.1, 5.5.1 & 7.1.1 of this document)	The Prosper Team	Prosper resources made available to 100% research staff within UoL and project partner institutions, with gradual roll out through N8 and wider sector  45 employers engaged in co-creation of career development activities as part of Prosper Project  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.	As per Prosper Project timelines (see also 3.2.1)  June 2021  March 2020
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
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
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
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 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.</b>			
3.2.1	<a href="#">Prosper Project</a> will provide a development model, portal and associated suite of resources to allow postdocs to recognise and maximise career opportunities across multiple career pathways.  (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	Phase 2 of Prosper will produce an evaluated set of resources including a set of career clusters co-created with employer partners that reflect the broad range of career options open to PDRAs  As part of the development of Prosper a pilot cohort of 100 PDRAs across the 3 partner institutions will participate in an intensive series of development activities associated with different 'career clusters' co-designed with employers.	Proof of concept June 2020 Piloting of phase 2 resources in UoL begins January 2021  Refined second stage piloting across three partners January begins 2022
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

Clause #	Concordat clause outline and action(s) 2020-2022	Lead	Success measure (2020-2022)	Timescale for Completion
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
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
C.3.3	<b>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.</b>			
3.3.1	<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.  (See also 1.2.4, 3.1.1, 3.2, 3.5.2, 3.10.1, 5.5.1 & 7.1.1 of this document)	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
3.3.2	Annual RSA Conference will be continued, with a focus on the skills, abilities and mindsets required to succeed in multiple fields  (See also 2.6.1, 2.2.6 & 3.13.1 of this document)	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
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
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.
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 informed choices about their career progression by ensuring that their own policies and processes for promotion and reward are transparent and clearly stated and that all researchers are aware of local and national career development strategies.</b>			
3.5.1	Ensure that the implications of the University's renewed Promotion Criteria are made clear to research staff, supporting their ability to effectively build their professional profiles and career planning. (See Section 3.13.2 of the 2015-2019 review report)  (See also 2.6.1 of this document)	PVCs R&I and Education / HR / APVCS R&I & APVC RE&PR Faculty Leadership Teams	Bespoke guidance on new Promotion Criteria for researchers disseminated via liaison with Faculty teams and <a href="#">Researcher Hub</a> and RSA. Number of applications for promotion from relevant staff groups monitored by gender following launch to establish a benchmark for ongoing effective practice.	In line with 2020-2022 Promotion Project timescales
3.5.2	<a href="#">Prosper Project</a> Career planning resources and opportunities directly targeted at researchers via PDR process. (See Sections 2.6.4 & 3.2.4 of the 2015-2019 review report)  (See also 1.2.4, 2.3.1, 3.2, 3.3.1, 3.10.1, 5.5.1 & 7.1.1 of this document)	The Prosper Team / HR / The Academy / APVCS R&I & APVC RE&PR	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  Commence parallel development process for draft guidance for research staff on how to maximise the impact of PDR for career planning and success  Above resources rolled into refreshed PDR training and development model, f2f and online, inclusive of a minimum of 3 interactive case-study resources	January 2022  January 2022  As per Prosper timelines
C.3.6	<b>Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development.</b>			

Clause #	Concordat clause outline and action(s) 2020-2022	Lead	Success measure (2020-2022)	Timescale for Completion
3.6.1	Processes in place to monitor dissemination and implementation of the agreed ten days of development time for research staff  (See also 2.4.2, 3.10.2, 5.5.1 & 6.4.1 of this document)	APVCs R&I / APVC RE&PR / Faculty Leadership Teams / The Academy  The Academy	Faculty Research & Impact Committees will actively monitor the dissemination and implementation of the <a href="#">Statement of Expectations</a> , reporting annually to <a href="#">RIC</a> on time allocated to development and impact on local contexts  Develop an online 'living' resource that research staff can access to explore what the ten days of development activities could include	From October 2020 with agreed improvement via annual reporting  December 2020
3.6.2	Review renewed induction process (launched 2018) in terms of effectiveness for research staff (See Sections 2.2, 3.6.1 & 3.13.2 of the 2015-2019 review report): -Ensure induction processes and resources effectively inform research staff and research leads of organisational structures and the UoL research environment -Ensure effective role-specific obligatory training is in place -Ensure all relevant organisational policies and processes are effectively communicated to research staff and research leads (including Concordat, EDI and Flexible Working) -Ensure induction at institutional and local level effectively informs research staff of the multiple professional and career development options available, including accredited teaching programmes -Utilise induction as a way of supporting research staff to form professional and personal networks - Pilot HLS Faculty Research Induction sessions to reflect local research and research support roles  (See 3.8.1 and 3.8.3 of this document)	The Academy / APVCS R&I & APVC RE&PR  RSA/ The Academy  The Academy / APVCS R&I & APVC RE&PR  APVCS R&I / HR  HLS R& I Directorate	Work towards 100% of Research staff and research leads engaged in the agreed central and local induction processes and procedures, as appropriate  2 RSA coordinated focus groups conducted to review the induction experience of researchers and inform future practice  'Effective Induction' concerns embedded with PI development (see Section 2.3.1 of this document)  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  HLS research induction pilot offered to 100% of research related staff including those professional services who support research	January 2021  November 2020 and May 2021  On-going in line with Senior Induction cycle  July 2020  July 2021
C.3.7	<b>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.</b>			Completed in 2018 and part of core business.
C.3.8	<b>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.</b>			
3.8.1	Further develop and enhance centrally coordinated and locally embedded mentoring schemes and opportunities, to support the personal and professional development of researchers. (See Section 2.6.3 and 3.5.1 of the 2015-2019 review report)	APVCs R&I / APVC RE&PR / The Academy / RSA	Evaluate the take up of University-wide and local coaching and mentoring schemes and aim to increase researcher engagement with the mentoring schemes by 5% (currently there is a 25% engagement of the University-wide scheme). Use university wide communication through The Academy / HR / RSA/ Faculty channels to promote the schemes	October 2020 and then continuing increase
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
C.3.9	<b>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.</b>			
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	<b>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 #	Concordat clause outline and action(s) 2020-2022	Lead	Success measure (2020-2022)	Timescale for Completion
3.10.1	On-going development of Principal Investigators and other Research Leaders to foreground their role in supporting researchers' longer terms career planning and development. (See Sections 2.3.3., 2.3.4 & 2.6.2 of the 2015-2019 review report)  (See also 1.2.4, 2.3.1, 3.2, 3.3.1, 3.5.2, 5.5.1 & 7.1.1 of this document)	The Academy / The Prosper Team / APVCs R&I / APVC RE&PR / Faculty Leadership Teams	Focus groups with 30 PIs will help understand the challenges PIs face in offering careers development/advice on careers beyond academia, and these discussions will inform the Prosper model  PI community of Practice established as part of Prosper Project will be used as a vehicle to collate and cascade best-practice in supporting research staff to think about their career prospects and options. Target of 30 PIs in initial Launch phase of Community of Practice.  Framework for PDR discussions with postdocs developed as part of <a href="#">Prosper Project</a> and available via portal by March 2023. (Draft by June 2022) (See 3.2.4 and 3.5.2 of this document)	January 2020  From June 2020  Work commences in January 2022
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.  (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)	APVCs R&I with Deans  Cascade of learning via Education / Research Directorates and The Academy	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 participants - Local training of at least 50% PDR reviewers on the impact of the Concordat on Faculty practices (see 3.5.2 of this document) - 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) - Include Faculty commitment to the Concordat in externally facing websites and on staff intranet pages - 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	2020-2022 In line with Concordat Action Plan deliverables
C.3.11	<b>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>			
3.11.1	Continue to effectively communicate opportunities for Academic Practice Development to research staff via formal accredited and informal non-accredited provision and report these on an annual basis to Education Committee. (See Sections 3.2.5 and 3.2.6 of the 2015-2019 review report)  (See also 3.3.1 and 3.6.2 of this document)	The Academy / Faculty Education Leads  The Academy / Faculty Education Leads  The Academy  APVCs R&I / APVC RE&PR / HR / Faculty Leadership Teams	At least 30 research staff researchers engaging annually in the specifically designed Foundations of Learning and Teaching in Higher Education (FLTHe) Programme which leads to Associate Fellowship of the HEA  At least 30 research staff engaging with the ULTRA CPD Scheme to gain professional recognition  New guidance on RPL and associated training launched  Refined educational leadership role descriptors to include guidance on supporting research staff to broaden and enhance their academic practice	By October 2020  By October 2020  September 2020  January 2021
C.3.12	<b>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.</b>			Completed 2017 and part of core practice.
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	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)  (See also 2.2.6, 2.6.1 & 3.3.2 of this document)	APVCs R&I / APVC RE&PR / HR / Faculty Leadership Teams	Numbers of research staff engaging in the below activities will be audited on an annual basis to monitor engagement and enhance participation: - RSA and local research staff networks actively engaged in policy development through representation on at least two pan-University policy-making committees - At least one representative of the UoL RSA or local research networks directly represented at organisational meetings, as appropriate with each Faculty	June 2020  January 2021
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.

<b>D: RESEARCHERS' RESPONSIBILITIES</b>				
<b>Principle 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development and lifelong learning.</b>				
<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>
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.
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.
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
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 & 7.1.1 of this document)	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 policy, guidance and procedural information following the June 2020 meeting of the University's Committee on Research Ethics	January 2022  October 2020
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.
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
D.5.6	Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate.			
5.6.1	(See 5.6.1 of 2015-2019 review report). See 3.6.1, 3.8.1 and 3.10.2 of this document.			



E: DIVERSITY AND EQUALITY				
Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers				
Clause #	Concordat clause outline and action(s) 2020-2022	Lead	Success measure (2020-2022)	Timescale for Completion
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.
E.6.4	Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful 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.			
Clause #	Concordat clause outline and action(s) 2020-2022	Lead	Success measure (2020-2022)	Timescale for Completion
6.4.1	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).  (See also 2.4.2, 3.6.1, 3.10.2 & 5.5.1 of this document)	Faculties APVCs R&I / APVC RE&PR / HR / The Academy  Faculties APVCs R&I / APVC RE&PR / HR / The Academy  RSA / The Academy  RSA / The Academy  The Academy  RSA / The Academy	Rolling target of 100% completion of training by relevant research staff in place and actively monitored  5% increase in number of researcher mentors (See Section 3.8.1 of this document)  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)  Embed a focus on Wellbeing as a mechanism for retention of research talent by ensuring a representative of the RSA on the Wellbeing Board  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  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.	January 2022  October 2020  For academic year 2020-21  April 2021  January 2021  September 2020
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 professional staff support in each Institute.	2020-2022 In line with Project SHAPE timeline
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.
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.
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.

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
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
<b>F: IMPLEMENTATION AND REVIEW</b>				
<b>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.</b>				
Clause #	Concordat clause outline and action(s) 2020-2022	Lead	Success measure (2020-2022)	Timescale for Completion
F.7.1	The implementation of the Concordat's principles will lead to greater integration of researchers into the mainstream management and career development structures of their employing organisations. The aim of this section is to promote implementation through a collective commitment to reviewing its progress.			
7.1.1.	Foreground the principles and implications of the Concordat at all levels of staff, through agreed communication and monitoring mechanisms  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)  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)	CSG/ PVC R&I / APVCs R&I/ APVC RE&PR  The Academy / The Prosper Team / RSA  PVC R&I	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  Synergies and connections with preparations for REF and in particular the Environment Statement, are fully articulated  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)  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	On-going in line with formal reporting  On-going in line with REF timelines  As per timelines of referenced actions  In line with Strategy Development timeline over 2019-20
F.7.2	The signatories agree: 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. b) to procure an independent benchmarking study to assess the state of the sector at the launch of this Concordat. c) to contribute an appropriate share of the costs of supporting implementation and review, including the benchmarking report. 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 monitoring tools such as the Careers in Research Online Survey (CROS). 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).			
7.2.1	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 & 7.1.2 of the 2015-2019 review report)	The Academy	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.	From February 2020 as data is made available and as per UK Researcher Survey timelines

## 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

**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

**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** – the restructure of the Health & Life Sciences Faculty

**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

**RPI** – Research Partnerships and Innovation Directorate

**RPL** – Recognition of Prior Learning

**RSA** – Research Staff Association

**The Academy** – The Leadership, Organisational, Professional & Academic Development Academy

**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.

Note: The Concordat Steering Group meets every 6-8 weeks. Additional fora will be coordinated by The Academy to take forward specific development focused actions within the Action Plan.