

Details		The institutional audience* for this action plan includes (complete or delete, as appropriate):		
Institution name:	University of Liverpool	Audience (beneficiaries of the action plan)	Number of	Comments
Cohort number:	4	Research staff	1430	At the University of Liverpool, we have 920 staff on research only contracts and 560 PIs who are in receipt of grants. Staff on research-only contracts consist primarily of those early in their research career. They play a vital role in the development of creative and life changing research and are considered an important asset to the university's culture and environment. PIs/Research Managers are also key beneficiaries of the RD Concordat. They provide steer and direction for the research activity and are role models to the postdoctoral researchers/associates and research fellows who work with them.
Date of submission:	January 2022	Postgraduate researchers	N/A	
Institutional context:	The Concordat is firmly situated as a core institutional strategic priority; the University Strategy 2026, refreshed in 2021, now specifies the University's commitment to the Concordat within the Research and Impact section (p.10). This focus on the aims and outcomes of the Concordat is reflected in our transparent approach to internal governance, led by the Pro Vice Chancellor for Research and Impact (PVC-R&I) who chairs the CSG, in liaison with the University's Head of Researcher Development and Culture, a new permanent post established in February 2020. The CSG has a diverse, targeted membership, including the Associate PVCs for Research and Impact, the University's Research Staff Association (UoL RSA), research-related professional departments such as HR, the Diversity and Equality Team, Research Support Office, the Open Research Team and the Academy. Most notably, there are 6 research staff representatives on the CSG, who ensure the Group's accountability to Liverpool's postdoctoral and early career researchers and ensure direct insights into the lived realities of research staff at Liverpool. The Academy is responsible for coordinating the Concordat, enabling an inclusive approach to the development and implementation of our Action Plan, via 6-8 weekly formal CSG meetings. The CSG reports to the Research and Impact Committee, ensuring alignment to other R&I activities and, in turn, reports to Senate, Council and the Planning and Resources Committee. In addition, the Concordat is embedded within parallel activities, including the formal management of the Athena Swan Committee, the Technician Commitment and the Race Equality Charter, ensuring that the clear synergies and common aspirations between these activities are recognised and addressed.	Research and teaching staff	980	Note: There are a number of cross-overs between this number of research and teaching staff, and those PIs in receipts of grants.
		Teaching-only staff	N/A	
		Technicians	650	The University of Liverpool is a signatory to the Technician Commitment, which segues with the Concordat's support for the diversity of staff roles engaged in delivering or supporting high-quality research.
		Clinicians	N/A	
		Professional support staff	N/A	
	Other (please provide numbers and details):			Note: The primary beneficiaries of the Researcher Development Concordat at the University of Liverpool are those employed to conduct research - particularly those early in their career, including postdoctoral researchers, research associates, research assistants, early career research and tenure track fellows. However, as indicated above, we recognise that the benefits of the Researcher Development Concordat activities extend to other groups of individuals who actively engage in research within the University and who are expected to develop their research identity as part of their career progression. These include staff on teaching and research or teaching-only contracts, research-related professional support staff and technicians whom we include in representation on the University's Concordat Steering Group.

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

Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result	Action carried over from previous action plan?	Old Concordat principle and clause
Environment and Culture								
Institutions must:								
EC1	Ensure that all relevant staff are aware of the Concordat	Faculties will continue to promote and raise awareness via staff briefings, post-REF discussions, relevant committee meetings, webpages, induction materials, PDRs and relevant events. We have drafted a standard slide deck providing information on the Concordat and the Statement of Expectations. Central and locally available support and resources will also be signposted, including the new Academy module. Associated success measures to be supplemented by additional local level activities. Faculties to appoint Concordat Champions / Ambassadors, who will be tasked with leading implementation of the Concordat. Regular progress reports to the Faculty Management Team that result in the achievement of success measures across the Concordat Action Plan. Review of REF environment statements to inform future activity will include taking forward concordat principles as part of the overall ongoing research strategy. Ensure our commitment to, and a link to, the concordat principles is part of the research job description templates.	<ul style="list-style-type: none"> - At least 40% of research staff reporting an awareness of the Concordat - At least 100 unique hits on the Researcher Development Concordat module. - At least 4 workshops with CSG members to ensure cascading of information and progress updates on implementation - Information about the Concordat, Statement of Expectations and 10 days of development for research staff to be included across all local School/Institute induction communications - At least 2 Concordat Champions appointed across each Faculty reporting to relevant School/ Faculty Management teams. - Best practice feedback summarised by RIS and Faculties review built into respective Faculties' planning cycles - 100% of research job descriptions include information about the University's commitment to the Concordat 	<ul style="list-style-type: none"> May 2023 (in line with CEDARS timeline) July 2022 November 2022 Early 2022 June 2023 October 2022 and then as per each Faculty's internal planning cycle September 2023 	<ul style="list-style-type: none"> Faculty APVCs R&I / Deans / HoDs / HoOps The Academy The Academy Faculty APVCs R&I / Deans / HoDs / HoOps Research and Impact Strategy Team/ Faculty APVCs R&I / Deans / HoDs HR 			New
EC2	Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers	Faculties to ensure that institutional and school level policies are signposted in staff meetings, induction materials, staff handbooks, PDR briefings, and new or amended policies communicated via mailing lists. RSA pulse survey and Focus Groups to monitor the benchmark number of research staff reporting increased awareness of key policies. Establish an expanded Diversity and Equality team within the Academy to lead on D&E initiatives, ensuring PDRA and ECR representation across key networks, groups and committees. An assessment of the impact on EDI issues of the COVID19 crisis will need to be undertaken through Consultation via Project RISE. Faculty of Health and Life Sciences Directorates and Faculty Office to undertake new Athena Swan Professional, Technical and Operational (PTO) Pilot Survey. This will particularly benefit those researchers who sit within Liverpool Shared Research Facilities and will bring greater recognition for technicians. (Directorates & FMO)	<ul style="list-style-type: none"> - At least 25% of research staff reporting awareness of key research-staff related HR policies, specifically the Family friendly policies such as parental leave and adoption and surrogacy leave; flexible working and bullying and harassment. - Recruitment of new roles: Head of Diversity and Equality, a Race Equality Officer, and a Disability and Wellbeing Advisor - Report to SLT a developed understanding of the differentiated impact of the pandemic upon individuals and communities within our research population and initiate concrete processes to encourage greater inclusivity within research leadership. - 10% participation rate in the pilot PTO survey 	<ul style="list-style-type: none"> March 2023 February 2022 As per Project RISE deliverables during 2021-2022 As per Athena Swan PTO Directorate timeframes 	<ul style="list-style-type: none"> Faculty APVCs R&I / Deans / HoDs / HoOps/ RSA The Academy Project RISE Leads HLS APVC R&I 			P2.1 P6.8
EC3	Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues	RSA Annual Barbeque to be reinstated as a face-to-face activity. Raise awareness of mental health provision through Validium to researchers, by offering a dedicated session for Research Staff. Introduce a peer Mental Health wellbeing ambassador scheme for postdocs and technicians using Wellcome ISSF funding to support dedicated EDI & Wellbeing post for co-ordinating.	<ul style="list-style-type: none"> - At least 30 researchers engaging in the day's activities - Increase the percentage of respondents reporting that they understand how to report and seek support to 50%, as measured by future RSA pulse survey. - At least 5 peer Mental Health Wellbeing Ambassadors recruited to the scheme 	<ul style="list-style-type: none"> July 2022 January 2023 and ongoing December 2022 	<ul style="list-style-type: none"> RSA The Academy HLS APVC R&I 			P6.9
EC4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	Faculties / leaders to monitor training completion to ensure that managers are effectively trained in relation to EDI and Unconscious Bias and promote mental health training and provision for Managers. Focus to be given to areas / cohorts where lower completion rates exist, including PDRA engagement, and explore the opportunity for more bespoke Faculty-specific training.	<ul style="list-style-type: none"> - Track and improve engagement by 5% annually. 	<ul style="list-style-type: none"> September 2022 	<ul style="list-style-type: none"> Faculty APVCs R&I / Deans / HoDs / HoOps / 			P2.3

	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result	Action carried over from previous action plan?	Old Concordat principle and clause
EC5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	Faculty Research Integrity Champions appointed to lead on this agenda, to explore the possibility of offering a suite of associated training including introduction to Research integrity for PDRAs and ECRs Faculties to create School/Institute-specific policy documents for all research active staff in relation to reporting and dealing with suspected cases of bad practice or misconduct. New staff must be directed to familiarise themselves with the Research Ethics principles as part of their immediate local induction. Enhance the provision of research ethics development and the structures and governance required to ensure effective practice. (Rolled over from previous Action Plan) HLS R&ID to lead creation of Research Integrity Lead role at Faculty level.	<ul style="list-style-type: none"> Quarterly progress reports to Faculty Management Team, the University Research Integrity Committee and the CSG. Updated Research Ethics and Integrity checklists for local inductions created and shared with 100% new-to-post research staff Launch of a Research Ethics Handbook containing a wide variety of policy, guidance and procedural information HLS to appoint a Faculty Research Integrity Lead 	<p>July 2022</p> <p>September 2023</p> <p>December 2022</p> <p>January 2023</p>	<p>Faculty APVCs R&I / Deans / HoDs / HoOps</p> <p>Faculty APVCs R&I / Deans / HoDs / HoOps</p> <p>RSO</p> <p>HLS APVC R&I</p>			<p>Rolled over from Action 5.3.2 of 2020-2022 Action Plan (Research Ethics Handbook)</p>	P6.1
EC16	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices	Capture best practice from across Institutes using a bespoke online platform called TRACTION to highlight synergies and overlapping actions between key charters and action plans to make reporting of similar /transferable actions and sharing of effective practice Use of institutional data from the 2021 institutional staff survey and CEDARS to inform future support for researchers.	<ul style="list-style-type: none"> System development and launch of the TRACTION system to capture effective practice happening across the institution, linking with Athena Swan, Race Equality Charter and associated initiatives. 25% completion rate for CEDARS 2023 to ensure a representative sample of feedback about the University's research environment and practices. Faculties to review the data and identify where local provisions can be enhanced, taking into account equality characteristics where possible and appropriate in relation to local contexts. 	<p>October 2023</p> <p>May 2023</p> <p>September 2023</p>	<p>Led by Faculty APVCs R&I / HoOps/ HLS R&I D in consultation</p> <p>The Academy</p> <p>Faculty APVCs R&I / Deans / HoDs / HoOps</p>				P6.10 P7.5
Funders must:									
ECF1	Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies								P6.6
ECF2	Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers								New
ECF3	Ensure that funding call requirements and selection processes offer equality of opportunity between different groups of researchers, recognise personal contexts, and promote positive research cultures and working conditions								P6.6
Managers of researchers must:									
ECM1	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work	See Actions for EC11 and EC12 in relation to undertaking relevant training and development opportunities related to EDI.							New
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	Implementation of Repository Tools 2 in Elements (online tool to help researchers manage information about their research and impact activity) to link the Data Catalogue and Elements, which should enable a greater uptake of the Data Catalogue and recording in Elements of open datasets held elsewhere.	<ul style="list-style-type: none"> 2 Open Research workshops held Establish a benchmark for monitoring usage of the Data Catalogue in conjunction with the FAIR principles (Findable, Accessible, Interoperable, Re-usable) 	May 2023	Open Research Support Team				New
ECM3	Promote a healthy working environment that supports researchers' wellbeing and mental health, including reporting and addressing incidents of discrimination, bullying and harassment, and poor research integrity	Creation of an HLS Faculty EDI researcher toolkit which aims to support, guide & provide resources for all researchers, to enable them to reflect on their own practice & improve equality, diversity, and inclusion in all aspects of their research activities	<ul style="list-style-type: none"> Roll out of the toolkit across the HLS Faculty by December 2022. Numbers of users engaging with toolkit will be evaluated and feedback gathered to refine and improve its effectiveness before wider-roll out will be explored with other Faculties as a pan-institutional resource. 	December 2022	HLS APVC R&I / HLS EDI Leads			Rolled over from Action 2.6.5 of 2020-2022 Action Plan (ECR Handbook)	P6.9
ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	Build on the University's current success of its flexible working offer by enhancing and promote flexible working options to attract, retain and enable staff	<ul style="list-style-type: none"> Up to 2 Case studies published per year of successful flexible working examples in roles included on the Researcher Hub 	December 2022	The Academy				New
ECM5	Engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	Research manager/PI representation on all relevant committees, as appropriate, with a view to ensuring EDI values are considered and that disclosure of bullying and harassment is actively encouraged.	<ul style="list-style-type: none"> Representation numbers and membership by PIs actively monitored by Faculty and Institute Leadership Teams to develop a benchmark for ongoing effective practice. 	March 2023	Faculty APVCs R&I / Deans / HoDs / HoOps/				New
Researchers must:									
ECR1	Actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students	RSA to lead monthly Welcome Chats and virtual coffees for new and current research staff across the institution Scope and develop a pilot of a Researcher 'buddying' system, supporting the outcomes of Project RISE	<ul style="list-style-type: none"> Personalised invitations sent to all new research staff on a monthly basis At least one member of the Academy to attend these monthly events and share information and answer questions about ongoing central research culture work Pilot a researcher 'buddying' system with at least 5 RSA members. 	<p>February 2022</p> <p>October 2022</p>	<p>RSA</p> <p>RSA / RISE Project Leads</p>				New
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	See Actions EC12, EC13 and EC14 above for actions in relation to EDI broadening research staff awareness of EDI-related policies.							P5.3
ECR3	Take positive action towards maintaining their wellbeing and mental health	Ongoing updates to the Postdoc Wellbeing Oasis and the Researcher Hub Wellbeing Pages, with active promotion of these resources.	<ul style="list-style-type: none"> A quarterly themed e-bulletin for research staff promoting a range of support interventions for wellbeing and mental health. Increased awareness measured through an annual 5% increase in the number of hits on the Wellbeing Oasis and Researcher Hub wellbeing resources. 	<p>March 2022</p> <p>July 2023</p>	<p>RSA/ The Academy</p> <p>The Academy</p>				New
ECR4	Use available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct	All Faculties continue to raise awareness and encourage use of the University's Report and Support reporting tool via staff meetings, handbooks, induction material and webpages.	<ul style="list-style-type: none"> Updated guidance produced (as necessary) for the University's new Report+Support Tool 10% increase (based on current staff survey baseline of 75%) in the number of staff reporting that they confident in reporting incidents of bullying/ harassment if it happened to them. 	<p>November 2023</p> <p>November 2023</p>	<p>Faculty APVCs R&I / Deans / HoDs / HoOps</p> <p>The Academy</p>				P6.9
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution	RSA representation on research culture and environment committees, working groups and project boards, as appropriate at institutional and departmental levels.	<ul style="list-style-type: none"> At least one RSA/ PDRAs representatives on the RISE Project Board, to feed into developing policies as the Project evolves. 	<p>In line with Project RISE timelines</p>	<p>Faculty APVCs R&I / Deans / HoDs / HoOps</p>				P3.13
Employment									
Institutions must:									
E11	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	Faculties to roll out new Faculty Recruitment Best Practice Guides to be adopted by all Schools/ Institutes across each Faculty.	<ul style="list-style-type: none"> At least two case studies on successful research fellows published annually by Faculties. 	December 2022	Faculty APVCs R&I / Deans / HoDs / HoOps				P1.2 P6.2 P6.7
E12	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position	Launch of the University's central Social Onboarding Hub for a seamless induction process.	<ul style="list-style-type: none"> New Social Onboarding Induction Hub to link to presentation on Postdoc Rights and Responsibilities, family friendly policies, etc 	December 2022	HR				P3.6
E13	Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances	As part of the on-going review of promotion processes, ensure that guidance materials and panel development opportunities effectively encourage clear and transparent mechanisms and enable colleagues to consider personal circumstances when making decisions, as appropriate.	<ul style="list-style-type: none"> Completion of new annual review guidance and development support ahead of October 2022 Staff feedback on experiences of annual review process reflects inclusive practices RISE project outcomes embedded within renewed organisational processes to support a diversity of colleagues to be recognised for their contributions. 	<p>In line with annual review process 2022-23</p> <p>As per Project RISE deliverables during 2022-2023</p>	<p>PVCR&I / APVCs R&I / HR</p> <p>APVCs R&I / HR</p> <p>PVCR&I / APVCs R&I</p>				P2.6 P6.3 P6.4 P6.7
E14	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent	Faculties to widely promote and encourage engagement with external and centrally available opportunities to develop broader leadership skills such as Management Essentials, Project Management Qualifications and the new ILM Level 5 Coaching Programme. HLS R&I Directorate to introduce Staff Review and Development Groups in all Institutes	<ul style="list-style-type: none"> At least 6 research staff participants annually across the institution in the ILM certified Management Essentials programme At least 20 participants annually across the institution in the Project Management Qualifications Research leaders (and senior staff who support research activity) applying for new ILM Level 5 Coaching Programme At least 3 new Staff Review and Development Groups introduced in HLS 	<p>December 2022</p> <p>December 2023</p> <p>From January 2022</p> <p>September 2022</p>	<p>Faculty Deans / HoDs / HoOps/ The Academy</p> <p>The Academy</p> <p>The Academy</p> <p>HLS APVC R&I</p>				P2.3

Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result	Action carried over from previous action plan?
E15	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation	Faculties to roll out good practice in providing guidance and training for Managers / PIs on carrying out PDRs for research staff to ensure they provide a comprehensive, clear and fair PDR. For example, bespoke guidance documents and pre- and post-PDR briefings.	- At least 70% of research staff (building on current benchmark of 65%) reporting positive PDR experiences	May 2023 (as per CEDARS timeline)	Faculty APVCs R&I / Deans / HoDs / HoOps/ The Academy		
E16	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress	See ECM4 for how the University will build on the current success of its flexible working offer by enhancing and promote flexible working options to attract, retain and enable staff					
E17	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making	Regular review of membership of Faculty and Dept formal and informal working groups, and the RSA Terms of Reference to ensure researcher representation on all research focussed committees.	- Concordat implementation to feature as a regular item at Faculty Research Group meetings to enable progress updates to and from the CSG of the University - 8 RSA co-chairs and deputy co-chairs to be rotated on an annual basis to provide development opportunities for a wider and more diverse pool of research staff who feed into organisational policy and decision-making	April 2022 February 2023	Faculty APVCs R&I / Deans / HoDs / HoOps/ RSA/ The Academy		
Funders must:							
EF1	Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies						
EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security						
EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression						
EF4	Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels						
Managers of researchers must:							
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	S&E New Annual Leadership Programme for Senior PDRAs / Research Co-ordinators. The programme involves supervisory training and covers their duty of care. Offer 'contextualised leadership' development, including a focus on researcher leadership, at institutional level	- At least 10 PDRAs (building on current benchmark) trained - Initial cohort of 15 research leaders / research support leads engaged in contextualised development offer	May 2022 May 2023	S&E Faculty APVC R&I The Academy		
EM2	Familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding	Raise awareness amongst PIs of the opportunity to include in their grant proposals the appropriate funding to support the promotion of the research staff, where appropriate and eligible, working on the grant.	- Test a new costing tool to enhance PIs understanding and working out of 'Full Economic Costing' to take into account research staff promotion where appropriate and eligible	January 2023	RSO		
EM3	Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers	See E11 and E13 in relation to Faculty-based initiatives around inclusive, equitable and transparent recruitment, promotion and reward of researchers.					
EM4	Actively engage in regular constructive performance management with their researchers	Faculties to document discussions and feed through departmental channels highlighting professional development needs. All line managers to be encouraged to attend PDR training and additional development on coaching, difficult conversations or feedback where necessary	- Review at Faculty level of the challenges and opportunities identified through performance review and benchmarks established for future areas of focus.	September 2023	Faculty APVCs R&I / Deans / HoDs / HoOps		
EM5	Engage with opportunities to contribute to relevant policy development within their institution	See E17 in relation to opportunities for managers of researchers to contribute to relevant policy development.					
Researchers must:							
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	RSA to ensure that researchers are given the information about institutional policies and procedures in the personalised monthly welcome emails to all new research staff.	- RSA to organise at least one Lunch and Learn session with colleagues from the RSO in relation to funder requirements.	September 2022	RSA		
ER2	Understand their reporting obligations and responsibilities	Processes in place to monitor dissemination and implementation of the agreed ten days of development time for research staff See PCD16 for institutional plans to formally submit a business case for the purchase and implementation of a Learning Experience Platform to SLT	- RSA weekly e-bulletins to develop a #DidYouKnow section and each week share a link to useful University policies, processes and development activity guidance.	April 2022	Faculty APVCs R&I / Deans / HoDs / HoOps/ RSA		
ER3	Positively engage with performance management discussions and reviews with their managers	Researchers to provide detailed documentation in support of performance review reflecting on key achievements and highlighting any barriers to the achievement of objectives.	- 90% of research staff reporting a completed PDR (based on baseline data of 85%)	March 2023	HR		Rolled over from Action 2.3.2 of 2020-2022 Action Plan (Effective PDR Conversations)
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community	Faculties to use creative ways, such as case studies, social media, podcasting, etc to encourage research staff to take ten development days, choosing activities most relevant to their current situation with input from and the agreement of their PI, recognising that development activities might take place in a university setting, but importantly do not have to.	- At least 20% (building on current benchmark of 10%) research staff reporting that they have spent 10 or more days on their training and other continuing professional development activities.	May 2023 (in line with CEDARS timeline)	Faculty APVCs R&I / Deans / HoDs / HoOps/The Academy		
Professional and Career Development							
Institutions must:							
PCD1	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors	Cultivate the University's provision for supporting researchers to balance the delivery of their research and their own professional development. Researchers to be provided with information reiterating that Professional Development takes a variety of forms. It is important to note that an activity would only count as development if it does not form a normal part of their job description. Faculty Forums to develop opportunities for enhanced professional development and encourage research staff to spend up to 10 days on personal development, recognised in their PDR. Faculties to develop wider mechanisms to share effective practice on how time is being spent and impact on career development. HoDs to provide examples from their staff of how they have used their 10 days.	- Update the 'Development Activity Guidance' that research staff can access to explore what the ten days of development activities could include. - Faculty Forums (or Faculty RIC, depending on local context) to produce a checklist of professional development activities to be used by line managers in regular career discussions and as part of PDRs - At least two case studies published by each Faculty annually on how staff have used their 10 days and successful outcomes.	December 2022 June 2023 July 2022	The Academy Faculty APVCs R&I / Deans / HoDs / HoOps Faculty APVCs R&I / Deans / HoDs / HoOps		
PCD2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	Develop and where appropriate modify the supervisor training to support managers of researchers in having career conversations. Faculties will continue to offer local mentoring support where available and will better promote the central mentoring network. See ER3 for additional action around researchers being supported to positively engage with performance management discussions and PDR reviews with their managers. And E14 for actions in relation to managers of researchers' engagement with external and centrally available opportunities to develop broader leadership skills.	- 40% of research staff engagement with central University mentoring scheme (building on current 35% engagement)	July 2023	The Academy		
PCD3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	Faculty of Humanities and Social Sciences to build on Faculty of Health and Life Science's successful tenure track scheme by exploring retention and development opportunities across faculty for staff nearing end of contract on fixed term positions. Development of a Fellowship resource portal within the Researcher Hub HLS Hub for Fellowship opportunities available to be made searchable by research career stage See additionally PCDM2 and PCDM4 for actions related to researchers' support in exploring and preparing for a diversity of careers and use of the 10 development days.	- HSS to monitor applications to such schemes and success rates and working with unsuccessful applicants to repurpose their bids at a Faculty and School Level, and establish a benchmark for the number of applications given feedback and subsequent success. - At least 100 hits on the Fellowship portal in the first year following launch - At least 50 hits on the HLS Fellowship opportunities pages	July 2022 November 2023 February 2023	HSS Faculty APVC R&I The Academy HLS R&ID		

Old Concordat principle and clause
P2.6 P6.3 P6.4
P1.3 P2.1 P2.2
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	Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result	Action carried over from previous action plan?	Old Concordat principle and clause
	PCD4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	Facilities will continue to provide opportunities for researchers to develop broader leadership skills via PDRAs, top opportunities and forum activities, running seminar series and conference organisation, peer review and reading panel participation as appropriate, and engagement with the Research Staff Association. Enhance opportunities for technical staff to engage in the development of effective leadership and management attributes and behaviours. Provide more flexible access to high-quality online resources that meet a diverse range of needs from across the research and wider university communities.	- At least 100 PDRAs engaged in research impact development activities across the university - A 20% increase in technicians engaging in leadership development. - Launch the 'Academy on Demand' online portal with clearly themed resources for researchers and research leaders	September 2022 December 2023 October 2022	Faculty APVCs R&I / Deans / HoDs / HoOps The Academy/ Technician Commitment Steering Group The Academy			P3.11 P3.14
	PCD5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this	The cross-Faculty Broadening Horizons Mentoring scheme funded by Wellcome Trust for research staff interested in translational science.	- At least 5 research staff engaging with a mentor from industry	July 2022	The Academy/ HLS R&I D			P3.2 P3.4
	PCD6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	Enable enhanced mechanisms the delivery of core development modules and resources, that allow local managers and research administrators to access up to date data on researchers' engagement with and completion of professional development. Additionally, see E15 and PCD12 in relation to the engagement of researchers and their managers with professional development activities, and researcher career development reviews.	- Formally submit a business case for the purchase and implementation of a Learning Experience Platform to SLT	March 2023	The Academy			New
Funders must:									
	PCDF1	Incorporate specific professional development requirements in relevant funding calls, terms and conditions, grant reporting, and policies. This should include researchers' engagement in a minimum of 10 days' professional development pro rata per year, and evidence of effective career development planning							P3.7 P3.9
	PCDF2	Embed the Concordat Principles and researcher development into research assessment strategies and processes							New
	PCDF3	Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit							New
Managers of researchers must:									
	PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	See PCD12 and E15 in relation to career development discussions and annual reviews.						P2.3
	PCDM2	Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments	Prosper Project will provide a renewed development model, portal and associated suite of resources to allow postdocs to recognise and maximise career opportunities across multiple career pathways. The portal resources will be evaluated and tested by a mix of focus groups and by usage by those on the cohort. Participants will be monitored throughout the cohort journey including mandatory reflective journal entries, attendance at focus groups and pulse surveys that will provide insights into the experience of participating in the cohort.	- As part of the development of Prosper a second cohort of at least 75 PDRAs across the 3 partner institutions will participate in an intensive series of development activities associated with different 'career clusters' co-designed with employers. - At least 80% of the postdocs surveyed indicate a positive impact of Prosper on their career development.	Refined second stage piloting across three partners begins March 2022 December 2022	Prosper Team			P3.4 P3.8 P5.5
	PCDM3	Allocate a minimum of 10 days pro rata, per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development	See ER2, ER4 and PCD1 in relation to allocation, usage and evaluation of the uptake of 10 development days by research staff at Liverpool						New
	PCDM4	Identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours	Development of a future programme of events and resources advised by a review of the PI network activities to date and the PI Steering Group.	- A review of the Prosper PI network to inform next steps of the development of the PI network. - All PI development resources to be hosted on the Prosper portal and will be available to the sector at project roll out.	February 2022 March 2023	Prosper Team/ PI Steering Group			P3.6 P3.9 P5.5
	PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	Develop a 'contextualised leadership' offer that provides high quality opportunities for research leaders to engage in targeted development alongside their peers. Continue to engage research leaders and research support leaders in executive level leadership development See also PCDM4 in relation to PI network activities.	- First cross-disciplinary cohort of minimum 10 research leaders engaged in enhancing their practice. - A minimum of 5 appropriate level staff applying for the next iteration of the Heilbron Leadership Programme.	May 2023 January 2023	The Academy The Academy			New
Researchers must:									
	PCDR1	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	Prosper model and portal will continue to evolve in response to feedback and as a result of experiences of the 2 dedicated cohorts on Phase 2. Also see ER2 and PCD1 in relation to identifying opportunities to utilise the ten development days.	- Annual increase of 10% in number hits on the Prosper Portal	July 2022	Prosper Team			P5.5
	PCDR2	Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments	Prosper will continue to work with an increasingly engaged cohort of employers to continuously improve materials and resources linked to careers beyond academia. Faculty of Health and Life Sciences Fellowships Strategy Group to explore the possibility of developing strategic partnerships with other HEIs to develop 'exchange' programme for ECRs to facilitate independence and mobility.	- At least 140 individuals associated with 90+ employers engaged in Prosper - At least one strategic partnership initiative	March 2023 November 2023	Prosper Team HLS APVC R&I / HLS R&I D			P3.8
	PCDR3	Maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications	Researchers to be encouraged to take responsibility for recording and reflecting on their PDPs (within their Portfolios of Activity) and Career Planning, to be discussed as part of the annual PDR process. See ER 3 for additional action around researchers being supported to positively engage with performance management discussions and PDR reviews with their managers.	- Researchers to be encouraged to take responsibility via a variety of means to reflect on their self-directed PDPs and Career Planning, to be discussed as part of the annual PDR process. - 80% of research and related staff who successfully complete accredited academic development programmes receive professional recognition via the UKRSF. - At least 10 podcasts on topics related to researchers' professional practice recorded and publicly available. - At least 450 unique hits on the University's development activity guidance page.	In line with committee timelines November 2023 July 2023 November 2022	Faculty / School R&I leads. The Academy The Academy / RSA / Faculty APVCs The Academy			P5.5
	PCDR4	Positively engage in career development reviews with their managers	See PCD12 in relation to fostering productive career conversations between research staff and their managers.						P3.10
	PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	All researchers to identify at least one opportunity outside of the university to build their profile – whether through voluntary work, outreach, event and conference organisation, support for the student experience, PGR mentoring etc. Annual Research Staff Conference will be continued, led by RSA members, with a focus on the skills, abilities and mindsets required to succeed in multiple fields.	- At least two bloggers annually on the Researcher Hub through which researchers share their learnings and experiences. - RSA Conference delivered with minimum 100 registrations and strong evaluation of benefits, including continued ongoing collaboration with UKRSA.	April 2023 December 2022	The Academy RSA			P5.5
	PCDR6	Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation	Build on the successful 'Making an Impact Series' to offer further high-quality development to all research and related staff and further develop its Research and Innovation capacity-building sessions. PDRAs to have access to the new LIV-SRF Voucher Scheme which is designed to fund small pump-priming projects that have the potential to develop new areas of research by offsetting the costs of accessing our Shared Research Facilities (SRFs).	- Multiple development opportunities with at least 800 registrations annually, focused on research and career impact offered to research staff through a dedicated series of intensive workshops, keynotes, masterclasses, seminars, 1:1 surgeries, research facilities tours, networking events and panel sessions. - At least 5 sessions with Liverpool alumni currently employed in the private sector - At least 1 successful PDRAs applicant per year to the new LIV-SRF Voucher Scheme	May/June annually May/June annually In line with LIV-SRF Voucher Scheme application timeframe	The Academy/ RPI The Academy/ Alumni Office SRFs			P5.2

Obligation	Action	Success measure (SMART)	Deadline	Responsibility	Progress update (to be completed for submission)	Outcome/ result	Action carried over from previous action plan?
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Old Concordat principle and clause

as beneficiaries of their Concordat action plan. These could be postgraduate researchers; staff on teaching and research, or teaching contracts; clinicians; professional support staff; technicians.

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
CEARS	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
FLTHE	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
HLS R&I D	Research and Impact Directorate within the Faculty of Health and Life Sciences
HSS	Faculty of Humanities and Social Sciences
IB	Institute of Integrative Biology
ISMB	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
NR	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
PI	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.
Proseper 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	The University of Liverpool Research Staff Association
RSO	The University of Liverpool Research Support Office
S&E	The Faculty of Science and Engineering
SLT	The University's Senior Leadership Team
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.