



PEOPLE AND ORGANISATIONAL DEVELOPMENT ENABLER

HR Excellence in Research Badge

The following documentation constitutes the University's application for the European Commission's HR Excellence in Research Badge, an award which recognises universities' compliance with, and ongoing commitment to the principles of, the *Concordat to Support the Career Development of Researchers*.

The focus of the Concordat is on employees who are principally engaged to undertake research. The majority of these are likely to be on fixed-term contracts, funded through research grants or similar schemes, and as a result of this uncertainty of employment, likely also to be a vulnerable group. At the same time, recognising the importance to the UK research base of a wider range of researchers and of a variety of research trajectories, the principles of the Concordat were intended to apply equally to all members of staff engaged in research as well as to postgraduate research students.

The University's application reflects this dual focus of the Concordat. Much of the detail of the agreed action plan relates to the support and development of fixed-term contract staff. At the same time, the action plan should be read within the context of the University's overall strategic focus on research excellence, and of our commitment to the health of the UK and global research community.

The development of the University's application

The University's application has been developed by a working group representing key stakeholder departments. The group, responsible for undertaking an analysis of current compliance and for developing the associated action plan, has involved representatives from the Educational Development Division of the Centre for Lifelong Learning, the Organisational Development team in HR, the HR Strategic Policy Manager, the Director of PG Training, and the Head of Research Policy; the working group was chaired by the Academic Lead for People and Organisational Development. The application was developed on the basis of widespread consultation with all key stakeholders within the University and all staff identified as Institutional Leads within the Action Plan. All fixed-term research staff were invited to review and comment on a draft of the application, and a meeting was held with a group of research staff to discuss emerging issues.

The University of Liverpool's application rests in part on significant progress already made towards compliance with the Concordat. The evidence of the University's compliance is set out in an accompanying matrix, which puts our existing policies and processes alongside the commitments of

the Concordat. At the same time, the University is clear that the full implementation of the Concordat remains work-in-progress. In particular, we recognise that further work needs to be done to ensure that existing policies and processes are fully and evenly complied with. The accompanying matrix sets out in detail the areas where we believe that further work is necessary and the agreed actions. Key to our continued implementation of the concordat are:

- the clear and wide dissemination of the main principles of our approach.
- the strengthening of the mechanisms for monitoring compliance;
- increased representation of researchers in decision-making;

This introduction sets out our approach in these areas, and, first, puts our commitment to the compliance of the Concordat in the context of our broader strategic goals in relation to research.

Research Strategy

The University of Liverpool is a research-intensive Russell Group university which prides itself on the international quality and impact of its research. The University's new Research Strategy establishes a series of demanding ambitions for the University: amongst them, to support only research that leads to world-leading or internationally excellent outputs', and to extend a research-led culture across the University. These ambitions are ones which all researchers are required to engage with. At the same time, the Research Strategy commits the University to provide the structures and support required to realise these ambitions. These include enhanced internal communication, ensuring world-class facilities for research, and an approach based on the identification and reinforcement of distinctive areas of research strength. Fundamental, however, to the University's approach to research excellence is the support of the individual, and in particular:

- An approach to recruitment, induction and development, designed to ensure that our activities are enhanced by staff with potential for the highest standards of international research.
- The identification and support of clear individual research plans for all researchers, and close management and mentoring at department level.
- The integration of all researchers, including PGRs, into supportive research groups.

The University's commitment to research staff

The University's commitment to the support and development of all researchers to achieve the highest standards of excellence is clear within the University's Research Strategy. At the same time, the increasingly competitive funding environment in which we operate means that the University is unable to offer long-term academic careers to all who may wish to have one. Consequently, our focus is on creating a positive and productive experience for all research staff we employ: giving the support, career advice, and development opportunities to make them competitive candidates for careers within or outside academia; ensuring that research staff are integrated into our community, that they have access to appropriate facilities, and that their achievements are recognised.

To ensure a broad understanding of the principles of our commitment to research staff, and to support the fuller and more even implementation of existing policies and processes, the University

plans widely to publish (both within the University for research staff, PIs, research leaders and others, and externally) a set of commitments, as follows.

The University is committed to:

1. Ensuring that PIs, Heads of Department/School/Institute and others are aware of their responsibilities in relation to researchers;
2. Recruiting and developing researchers with the highest potential to achieve excellence in research, and doing so by a shared set of objective criteria;
3. Integrating all researchers into their department/School/Institute and the broader University;
4. Supporting all researchers to ensure they become established in an appropriate career;
5. Giving researchers the access to facilities, training and development that they need to fulfil their roles and to develop their careers;
6. Ensuring that all researchers develop individual research plans, and supporting and guiding these plans through research planning meetings and PDR to support their individual career development;
7. Ensuring that researchers are given the widest possible opportunities for career development, including (wherever possible and appropriate) the opportunity to gain some teaching experience, or to gain experience outside the University to develop alternative careers;
8. Recognising and celebrating the success of researchers;
9. Ensuring that researchers' views are represented, through regular use of the CROS survey, through the development of forums for researchers, through the annual Research Staff Conference, and through the representation of researchers on relevant committees and in the development of policy;
10. The ongoing monitoring of the University's implementation of the Concordat to Support the Career Development of Researchers, through the creation of a *Concordat Implementation Group*

The Concordat Implementation Group

The Concordat Implementation Group, comprising representation from a range of research staff, will coordinate the University's implementation of its Action Plan for Researchers, ensuring that the plan is revised in response to new circumstances.

The Group will be responsible for:

- The monitoring and review of the implementation of the *Concordat to Support the Career Development of Researchers* and of other policy developments in relation to researchers
- Engaging in national developments, debates and initiatives in relation to the Concordat and the support and development of researchers
- Revising, on an ongoing basis, the agreed action plan for the implementation of the Concordat

- Reviewing the results of CROS, PIRLS, the Staff Survey and any other relevant data to inform the action plan
- Receiving reports from researchers' forums
- Reporting on progress in the implementation of the action plan, and on any other developments, to the Research and Knowledge Exchange Committee

The group will comprise

- 2 researchers from each faculty
- HR Policy Manager
- 1 Area HR Manager
- 1 representative from Centre for Lifelong Learning
- 1 representative from Organisational Development
- University Director of PG Training
- 2 members of Senate with relevant expertise

Priorities for implementation

The Concordat Implementation Group will include representatives of research staff from across the University. However, it is evident that the representation and integration of research staff in their Schools and Institutes is currently uneven. The development of detailed proposals for enhanced representation will be taken forward by the Concordat Implementation Group. We are, however, committed to ensuring that, as a minimum, there should be a Researchers' Forum, required to meet annually at a minimum, in every School and Institute across the University. More developed recommendations for the format of researchers' forums will be brought forward by the Concordat Implementation Group; it is envisaged, however, that the forums are likely to vary in form between Schools and Institutes.

Other priorities in the implementation of the Concordat are:

- the introduction of a new approach to mentoring (currently being developed by the People and Organisational Development Group), with the central principle that all staff should have the opportunity of a mentor
- the introduction of a minimum entitlement to training and development (including the opportunity to practise skills, e.g. by gaining teaching experience)
- the extension of the Portfolio of Activity and individual research planning to all research staff
- the monitoring of completion by research staff of the University's Professional Development Review (PDR) Process

Evidence of Compliance and proposed Action Plan for Liverpool Research Staff
University of Liverpool, May 2011

A. Recruitment and Selection					
Concordat Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research.					
no	Concordat Paragraph	Existing evidence of compliance	Actions required	Institutional Lead	Proposed Timeline
1.1	All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution	<p>The University is a research-led global institution that recruits world class researchers. <i>“Research is at the core of everything we do and is fundamental to our future success.”</i> University’s Strategic Plan (2009). The University has also developed a Research Strategy that sets out both the standards of excellence expected of all staff and the principles of support of staff in attaining that excellence.</p> <p>These expectations are reinforced through a number of means. They provide a key institutional context for the University’s Professional Development Review (PDR) process, undertaken by all staff (see below, 2.1), and for regular individual research planning meetings. The University’s web-pages highlight the main themes of our approach:</p> <ul style="list-style-type: none"> - Extraordinary People - World-Class Infrastructure - Regional, national and international collaborations - Outstanding research support <p>The University also highlights significant research achievements, key new appointees and their research records, and other research stories through its internal</p>	<p>The University will monitor closely the implementation of the Research Strategy.</p> <p>The University is in course of making improvements to the PDR process, as well as introducing a number of enhancements to internal communications.</p>	<p>PVC for Research and Knowledge Exchange; Head of Research Policy</p> <p>Human Resources; Corporate Communications</p>	<p>Quarterly for monitoring of progress against Strategic and Operating Plan (priorities for implementation are reviewed annually)</p> <p>Ongoing</p>

		communications.			
1.2	Employers should strive to attract excellence and respect diversity (see Principle 6). Recruitment and selection procedures should be informative, transparent and open to all qualified applicants regardless of background. Person and vacancy specifications must clearly identify the skills required for the post and these requirements should be relevant to the role	<p><u>Recruitment:</u> The University of Liverpool is committed to recruiting a workforce with appropriate expertise and experience, which is well-motivated and performs effectively and which reflects the wider diverse and pluralistic community. Equality of opportunity is a core value of the University and recruitment and selection procedures have been formulated to provide mechanisms to assess and appoint the most able and effective employees while ensuring that all individuals are treated with objective fairness and sensitivity. (Staff Recruitment and Selection Handbook)</p> <p>The University is a EURAXESS local point, supporting mobility of researchers around Europe.</p> <p><u>Diversity and Equality:</u> The University is committed to providing an environment which recognises and values people's differences, capitalises on the strengths that those differences bring to the institution and supports all staff and students in maximising their potential to succeed. The University is also committed to fulfilling its obligations under equality legislation. (Diversity and Equality webpage)</p>	<p>The University is in the process of reviewing its approach to recruitment and selection, to ensure that selection procedures are sufficiently robust and effective in attracting excellence.</p> <p>To ensure continuity in research careers, The University will consider developing better information for researchers about research careers and development opportunities (including promoting opportunities through EURAXESS).</p>	Human Resources Educational Development ; Concordat Implementation Group	<p>Current, for implementation 2011-12</p> <p>Ongoing (2011 to 2013)</p>
1.3	Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason	<p>The University has embraced the changes introduced in 2002 in relation to fixed-term contracts. These changes established greater protections for staff employed on a fixed-term contract or on a series of fixed-term contracts for a continuous period of four or more years. (Further information and related University policy)</p> <p>The University provides training to PIs on contract management, and they also receive ongoing coaching from HR Managers on the appropriate use and management of</p>	<p>The University will continue monitoring the use of fixed-term contracts for Research Staff.</p> <p>We are currently reviewing how best to articulate the use of fixed-term contracts in our existing policies.</p>	Human Resources	<p>Ongoing</p> <p>First half 2012</p>

		fixed term contracts			
1.4	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	<p>Members of selection panels are required to attend relevant training that includes information on the University's Diversity and Equality of Opportunity Policy. (More information in the Staff Recruitment and Selection Handbook).</p> <p>To assure fairness, consistency and the best assessment of the candidate's potential, the University has in place the following procedures (the following policies are now incorporated under the Equalities Act):</p> <ul style="list-style-type: none"> - Positive Action Statement - Dignity at Work and Study Policy - Race Equality Scheme - Gender Equality Scheme - Age Equality Policy Statement - Religion and Belief Equality Policy Statement - Disability Equality Policy - Sexual Orientation Equality Policy Statement - Two ticks Disability Scheme <p>The University has signed the Mindful Employer's Charter for Employers Who Are Positive about Mental Health (Further information).</p> <p>The University is taking part in the Stonewall Workplace Equality Index, a tool used to evaluate workplace practices on sexual orientation equality (Further Information)</p>	<p>Changes to the University's recruitment and selection policies which are currently under consideration include recommendations over the composition of selection panels, and over feedback (in particular, the minimum requirement that detailed oral feedback should be given to all shortlisted candidates).</p> <p>The University is also at present considering changes to the procedures for promotion and progression, including over the composition of panels.</p> <p>The University will continue monitoring the implementation of all procedures on Diversity and Equality of Opportunity.</p>	<p>Human Resources</p> <p>Human Resources</p> <p>Human Resources</p>	<p>Consistent approach to be implemented from 2011-12</p> <p>2011-12</p> <p>Ongoing</p>
1.5	The level of pay or grade for researchers should be determined according to the requirements of the post, consistent with the pay and grading arrangements of the	The University has embraced the principles of the Framework Agreement and has rolled out a comprehensive role evaluation scheme (HERA). In consultation with our trade union partners, HR has created a new grading structure, developed a range of role profiles and has	Appropriate documentation is in place.	Human Resources	Completed

	research organisation	established distinctive career paths to provide staff with greater clarity about expectations. All staff have been assimilated to the new single pay spine on the basis of closest comparable pay points. (Further information)			
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B. Recognition and Value

Concordat 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.

no	Concordat Paragraph	Existing evidence of compliance	Actions required	Institutional Lead	Proposed Timeline
2.1	Employers are encouraged to value and afford equal treatment to all researchers, regardless of whether they are employed on a fixed term or similar contract. In particular, employers should ensure that the development of researchers is not undermined by instability of employment contracts. This approach should be embedded throughout all departmental structures and systems	<p>In the 2007 CROS, 80% of Liverpool Researchers felt they were equally treated to academic staff in accessing University facilities and training & development opportunities. Similar evidence of equal treatment was received from the 2010 University wide Staff Survey. We are currently (May 2011) rerunning CROS in order to monitor current views and opinions of Liverpool research staff, and to analyse trends.</p> <p>All researchers are required to undertake a Professional Development Review (PDR). This provides an opportunity for every individual to hold a dialogue with a senior colleague about the nature of their contribution, their plans (including longer-term career plans), and the development and support required to realise those plans. Additionally, the University’s Research Strategy now requires all researchers to hold regular individual research planning meetings to discuss and refine their short and longer-term research plans with senior colleagues in their area.</p>	<p>Continue monitoring the provision of development opportunities for all staff regardless of their being employed on fixed or permanent contracts</p> <p>The PDR process is currently being revised to enhance its effectiveness as a tool for individual development. The PDR forms (and the related Portfolio of Activity, including the individual’s research plans) will be online from 2011/12, allowing the University more easily to ensure that all staff have undertaken PDR and research planning meetings.</p>	<p>Human Resources; Educational Development</p> <p>Human Resources</p>	<p>Ongoing</p> <p>Current, for implementation 2011-12</p>

		All PDR reviewers have to undertake compulsory PDR Reviewer training, to be able to determine and agree staff development activities.	Analyse the results of CROS 2011, and refine the action plan accordingly.	Concordat Implementation Group	2011 and biannual
2.2	Commitment by everyone involved to improving the stability of employment conditions for researchers and implementing and abiding by the principles and terms laid down in the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and Joint Negotiating Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisations	The University has implemented the changes introduced in 2002 in relation to fixed-term contracts. These changes established greater protections for staff employed on a fixed-term contract or on a series of fixed-term contracts for a continuous period of four or more years. (Further information and related University policy)	The University will continue monitoring the use of fixed term contracts for Research Staff.	Human Resources	Ongoing
2.3	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	A structured development programme for research team leaders has been developed to support them in their roles as research managers in relation to their responsibilities for the management of researchers. (Research Team Leadership) Research leadership forms a significant issue for discussion between an individual research team leader and a senior colleague within the annual PDR. Leadership (including research leadership) is also central to the criteria for reward and progression.	The University will monitor and review related development programmes to ensure that enhancement of existing practice in relation to researcher career development and supervision is appropriate and relevant to the needs of research staff. Further support will be developed and offered to Principal Investigators	Concordat Implementation Group Human	Ongoing Ongoing

	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	The University is running the PIRLS (PI and Research Leaders) survey in summer 2011, and will be analysing the data to inform our ongoing action plan.	to establish a good practice baseline across Faculties and research groups. Analyse PIRLS 2011 and refine action plan in light of findings.	Resources Concordat Implementation Group; PVC for Research and Knowledge Exchange	Biannual
2.4	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	<p>The University is committed to the on-going employment of all of its employees as far as is reasonably practicable. However, it is recognised that circumstances may arise where changes either in organisational requirements or in the personal circumstances of staff may necessitate the redeployment of staff to other roles within the University. (Redeployment Policy)</p> <p>Within the Faculty of Health and Life Sciences, the newly introduced VIP scheme (Value In People Awards Scheme) provides funding, from the Wellcome Trust, to assist in the recruitment, career progression and retention of academic and research staff who are seen as key to the implementation of strategic objectives in the area of biomedical research. These funds will be used for providing bridging support between contracts and in support for candidates for independent research fellowships.</p> <p>Workforce planning is currently held back by the constraints of our existing IT systems. We are currently considering options for addressing these issues, to allow better Management Information and a greater responsiveness in</p>	<p>The best arrangements for bridging funding (previously held centrally) are currently being considered in the light of the University's reorganisation into new Faculties and the devolution of budgets to Faculty and School.</p> <p>Develop better workforce planning, for the identification and retention of key researchers. HR is looking at developing systems to address this.</p> <p>Develop clear criteria by which researchers can demonstrate that they have excellent or rare skills, so as to identify the best candidates to be sustained in employment.</p>	<p>Human Resources; Faculties</p> <p>Human Resources</p> <p>Human Resources; Faculties</p>	<p>Implementation of approach in 2012</p> <p>2011-12</p> <p>2011-12</p>

		<p>securing and managing research posts.</p> <p>The identification and retention of researchers takes place through PDR. Changes are underway to PDR to ensure a more consistent follow-up to PDR in terms of actions and planning.</p>			
2.5	<p>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</p>	<p>All categories of staff, including career researchers are progressed automatically in compliance with the Framework Agreement (Further information at UCEA website)</p>	<p>Communicate the research career pathway and promotion procedures for Researchers to Researchers themselves, PIs, HoDs and School Managers</p>	<p>Human Resources; Faculties</p>	<p>2011-12 and annually</p>
2.6	<p>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</p>	<p>The PDR is used to identify possible career development opportunities. The discussion at the PDR should highlight all the options that exist for academic career opportunities.</p> <p>Researchers are made aware, through the relevant University websites, of advertised posts and the skills they are required to demonstrate.</p>	<p>Continue effectively to communicate development opportunities to Researchers, PIs, HoDs and School Managers.</p> <p>The University is developing role expectations documentation to embrace the full range of academic career pathways, including researchers.</p>	<p>Educational Development; Human Resources</p> <p>Human Resources</p>	<p>Ongoing</p> <p>by end 2011</p>

C. Support and Career Development					
Concordat Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.					
no	Concordat Paragraph	Existing evidence of compliance	Actions required	Institutional Lead	Proposed Timeline
3.1	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	<p>A Researcher Development Programme has been developed to offer a range of training opportunities in research related/transferable skills and specialist career advice. The Programme is linked to training provision offered for PhD students and research leaders, as a result researchers at all stages in their career are aware of the development frameworks that exist in the University.</p> <p>PDR provides a dialogue on short and longer-term career plan, including careers outside academia; it is also a mechanism for the identification of relevant support and development.</p> <p>All development programmes offered to University Researchers are currently under review to make them compatible with the Researcher Development Framework (RDF) developed by Vitae</p>	<p>Monitor existing training provision to ensure it meets the needs of research staff.</p> <p>Integrate the new Researcher Development Framework (RDF) to current development themes and existing processes.</p> <p>Analyse CROS 2011 for feedback on PDR</p> <p>Reinforce PDR through training of reviewers, to ensure that Concordat principles are discussed productively, and that reviewers are aware of available support.</p> <p>We are currently reviewing our</p>	<p>Educational Development; Human Resources</p> <p>Educational Development; Human Resources</p> <p>Human Resources</p> <p>Human Resources</p> <p>Human</p>	<p>Ongoing</p> <p>from October 2011</p> <p>2011 and biannually</p> <p>Ongoing</p> <p>Current, for implementation</p>

			<p>overall approach to mentoring on the basis of the principle that everyone should have a mentor as additional support</p> <p>Strengthen links with the alumni office and promote alumni relations to benefit the researcher development programmes.</p>	<p>Resources</p> <p>Educational Development</p>	<p>2011-12</p> <p>2011 to 2012</p>
3.2	<p>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</p>	<p>The PDR provides a tool for the discussion of career plans and the identification of required development needs.</p> <p>One-to-one specialist career advice is available to all researchers with career advisers. Training sessions are organised to offer support researchers in exploring career opportunities outside academia.</p> <p>An accredited 'teaching for researchers' qualification has been developed offering a training opportunity to researchers to develop teaching related skills. (Further information HEA, Entry on Vitae database of practice)</p>	<p>Monitor existing training provision to ensure it meets the needs of research staff and supports them in career development across sectors.</p> <p>Consideration is currently being given to how we sustain tailored careers advice post-Roberts.</p> <p>The University is developing role expectations documentation to embrace the full range of academic career pathways; built into these plans is the expectation of movement between career paths, for example researchers moving to Teaching & Research roles or to Teaching & Scholarship, as appropriate.</p>	<p>Educational Development; Human Resources</p> <p>Centre for Lifelong Learning</p> <p>Human Resources</p>	<p>Ongoing</p> <p>by end 2011</p> <p>by end 2011</p>

3.3	Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter	<p>The PDR provides a tool for the discussion of career plans and the identification of required development needs.</p> <p>A Researcher Development Programme has been developed offering a range of training opportunities in research related/transferable skills and specialist career advice.</p> <p>All research staff are emailed regularly to highlight relevant development opportunities.</p> <p>One to one career advice is available to all researchers with career advisers.</p> <p>The Research Team Leaders programme, part of the leadership development strategy in the University, supports research leaders to in the development of transferrable skills in members of their teams.</p> <p>The University is running CROS in 2011 to capture research staff responses in career development and institutional training provision.</p>	<p>Analyse data from CROS 2011 to inform University practice in supporting Research Staff.</p> <p>The University will meet the needs and action plans of research councils as laid out in their strategy for employer engagement and the research environment</p>	<p>Concordat Implementation Group</p> <p>PVC for Research and Knowledge Exchange</p>	<p>2011 and biannual</p> <p>Ongoing</p>
3.4	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	<p>See information in 3.2 and 3.3</p> <p>Research Staff are encouraged to engage with career development opportunities. An annual Research Staff Conference provides information on career development across sectors, personal development, research policy and funding.</p>	<p>Communicate effectively development opportunities to Research Staff and Principal Investigators.</p> <p>Support PIs in management of research staff, realistically managing the expectations of researchers and offering career support within or outside academia.</p>	<p>Educational Development; Human Resources</p> <p>Human Resources</p>	<p>Ongoing</p> <p>Ongoing</p>

3.5	<p>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</p>	<p>The PDR provides a tool for the discussion of career plans and the identification of required development needs. The process is currently being redesigned to ensure that it is clear and transparent, and that it provides a context for constructive dialogue, that reviewers are aware of the institutional and national context, and that there is an effective follow-through after PDR.</p>	<p>Monitor implementation of PDR responses from research staff to inform future development plans.</p> <p>We are currently revising the university's approach to remuneration, pay progression and promotion to include research staff. This approach will also include consideration of other forms of recognition and acknowledgement, including the award of prizes.</p> <p>The development of role expectation documents for all career paths is intended to give greater clarity to staff over the requirements for promotion and progression.</p>	<p>Human Resources; Concordat Implementation Group</p> <p>Human Resources</p> <p>Human Resources</p>	<p>Annual</p> <p>for implementation 2011-12</p> <p>by end 2011</p>
3.6	<p>Employers should provide a planned induction programme for researchers, on appointment to a research post, to ensure early</p>	<p>New Research Staff will have access to a Corporate E-induction. The corporate induction provides new starters with an institutional overview including information about the University, its history and its plans for the future. There</p>	<p>Monitor the effectiveness of induction at all levels</p>	<p>Human Resources</p>	<p>Annual</p>

	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	<p>will be information on health and safety as well as the key areas of the University that support researchers. Built into the programme is guidance on the importance and process of induction locally.</p> <p>Local induction initiatives are implemented, but are currently uneven in quality.</p> <p>As part of new plans for probation, all new staff are required to have an initial PDR in which their development needs are assessed, and in which they are encouraged to take advantage of available opportunities.</p> <p>The new Research Team Leaders programme supports research leaders in identifying the development needs of researchers in their teams.</p>	<p>Provide support to PIs to engage productively (and at an early stage) with new researchers</p> <p>We are consulting all staff across the University to develop a Staff Charter to encapsulate required and distinctive values and behaviour.</p>	<p>Human Resources</p> <p>Human Resources</p>	<p>Ongoing</p> <p>by November 2011</p>
3.7	Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff development frameworks and should encourage researchers to acquire and practise those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students	<p>The University is currently in the process of setting role expectations for all academic staff on all career paths; these articulate the skills that should be developed at each grade of research staff employment.</p> <p>See information in 3.5 for PDR. The revised annual record of staff activity, the Portfolio of Activity, which feeds into PDR discussions, is currently being revised; these revisions will allow research staff to record a wider class of activity (including mentoring of others, and research leadership activity) and to be recognised for this.</p>	Monitor implementation through CROS, annual Staff Survey and the outputs of PDR.	Human Resources; Concordat Implementation Group	Ongoing
3.8	Employers also should provide a specific career development strategy for researchers at all stages of their career, regardless	Career development opportunities are available to all research staff. PDR provides the main context for the identification of development needs, but opportunities for development are shared with research staff through a	Monitor implementation through CROS, annual Staff Survey and the outputs of PDR.	Human Resources; Concordat Implementation	Ongoing

	<p>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</p>	<p>number of means (e.g. the Researchers' Conference, regular internal communications).</p> <p>Athena Swan (achieved bronze award, 2010): The University of Liverpool is committed to ongoing development and review to improve the position of women in terms of recruitment, retention, progression, mentoring, engagement and well being. Progress will be reviewed yearly and objectives set, this will include seeking staff opinion as to progress and key focus areas</p> <p>Step up: STEP UP, has been developed for women staff members at the University of Liverpool. It aims to provide transparency of information covering the areas of career progression, appraisal, equal opportunities, networking and mentoring and work-life balance.</p>	<p>A review of overarching mentoring arrangements is currently in progress on the basis that mentoring should be made available to all categories of staff, including research staff.</p>	<p>Group</p> <p>Human Resources</p>	<p>Current, for implementation 2011-12</p>
3.9	<p>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</p>	<p>The annual PDR offers this opportunity. See information in 3.5. The revised portfolio of activity puts a greater emphasis on development activity and encourages self-reflection on training and skills plans.</p> <p>As reflected in the research role expectations documents, currently under development, the University is committed to the value of CPD for all researchers at all stages of their career. The Concordat Implementation Group, to be set up from 2011/12, has been tasked to implement a minimum entitlement to training and development (including teaching experience) for all research staff.</p>	<p>Monitor effectiveness of PDR and analyse data collected.</p> <p>Ongoing development of training provision for Research Staff – responding to PDR outcomes and management requirements.</p> <p>Implement minimum entitlement to training for all research staff.</p>	<p>Human Resources</p> <p>Educational Development; Human Resources</p> <p>PVC for Research and Knowledge</p>	<p>Annual</p> <p>Ongoing</p> <p>Implementation by Autumn 2012</p>

	researchers is a significant contribution to research output and they encourage employers and mentors to adopt these practices			Exchange	
C. Support and Career Development (continued...)					
Concordat Principle 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.					
no	Concordat Paragraph	Existing evidence of compliance	Actions required	Institutional Lead	Proposed Timeline
4.10	Researchers should be empowered by having a realistic understanding of, and information about, their own career development and career direction options as well as taking personal responsibility for their choices at the appropriate times. Employers should introduce appraisal systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career	<p>The annual PDR offers an opportunity for an informed and constructive dialogue on both the nature of the staff member's contribution, and his/her career plans. See information in 3.5.</p> <p>All research staff are emailed regularly to highlight to them relevant development opportunities.</p> <p>The annual Research Staff Conference provides information on career development across sectors, personal development, research policy and funding.</p>	Monitor effectiveness of PDR and analyse data collected from PDR, CROS 2011 and staff survey.	Human Resources; Concordat Implementation Group	2011 and biannually
4.11	Employers will wish to ensure that developmental activities open to researchers include preparation for academic practice. Employers	An accredited 'teaching for researchers' qualification has been developed offering a training opportunity to researchers to develop teaching related skills. (Further	Evaluate the effectiveness of training provision in this area regularly. Seek evidence that demonstrates impact on career development of research	Educational Development	Ongoing

	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	<p>information HEA, Entry on Vitae database of practice)</p> <p>Other accredited learning and teaching courses can be attended as CPD provision</p> <p>The follow through of the PDR process identifies requests for development and decisions are being made on implementation based on institutional strategic priorities and resource implications.</p>	<p>staff</p> <p>Implement minimum entitlement to training for all research staff.</p>	PVC for Research and Knowledge Exchange	Implementation by Autumn 2012
4.12	Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided	See information in 4.11	Evaluate the effectiveness of training provision in this area regularly.	Educational Development	Ongoing
4.13	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	<p>Research staff have been actively consulted in the development of the University's Strategic Plan and in a recent Strategic review (2011). They are represented on committees in Schools and Institutes, but practice is clearly uneven here.</p> <p>The Concordat Implementation Group (including representation from research staff) has been tasked with the implementing and monitoring a requirement for all Schools and Researchers to have a forum for researchers, and with bringing forward other proposals for enhanced representation and integration of research staff.</p> <p>CROS 2011 will allow the opportunity to gain further data on the current position, and the extent to which research staff engage with institutional policies and relevant committees.</p>	<p>Implement researchers' forum in all Schools and Institutes.</p> <p>Analyse CROS 2011 data to inform action plan.</p>	<p>PVC for Research and Knowledge Exchange; Faculties</p> <p>Concordat Implementation Group</p>	<p>Implementation by Autumn 2012</p> <p>2011 and biannual</p>

4.14	Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement	The University's Research Strategy requires all researchers to develop clear short and longer-term career plans which form the basis of discussion at regular individual research planning meetings. The implementation of individual research planning is well underway but is clearly uneven at present.	<p>The revisions to PDR and Portfolio of Activity will make it easier to ensure that all staff develop research plans and undertake research planning discussions. Responsibility will lie with Schools and Institutes, with monitoring undertaken by Human Resources.</p> <p>We are currently reviewing the ways in which mentoring is in operation across the University, on the principle that all staff should have the opportunity for mentoring. Revised training for mentors will be developed.</p>	Human Resources; Faculties Human Resources	<p>by 2011-12</p> <p>Current, for implementation 2011-12</p>
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D. Researchers' Responsibilities

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

no	Concordat Paragraph	Existing evidence of compliance	Actions required	Institutional Lead	Proposed Timeline
5.1	Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest	Research role profiles articulate the skills that should be developed at each grade of research staff employment. (Further information)	Monitor implementation of revised PDR; analyse data.	Human Resources	Annual

	and critical thought throughout their careers	See information in 3.5 for PDR.			
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	<p>The University's has established a number of centres of specialist expertise, focused on meeting the requirements of business, industry and public sector organisations. We also have a range of facilities and laboratories which organisations can use on a one-off or regular basis. (Business Gateway)</p> <p>The University is currently in the final stages of developing a Knowledge Exchange (KE) Strategy which establishes the principle that all research staff should engage in KE activity. KE activity is also embedded in the University's Role Expectations documentation, currently under development.</p> <p>The revised Portfolio of Activity encourages all academic staff to develop plans for KE and impact; these then form the basis for discussion at individual research planning meetings and PDR .</p>	Encourage research staff to engage with entrepreneurial, knowledge exchange initiatives.	Business Gateway; Faculties	Ongoing
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	<p>The University is committed to maintaining high ethical standards in the research undertaken by its staff and students. (Research Governance – Research Ethics)</p> <p>Research ethics feature in new staff induction, and in the Research Leaders Programme. The University offers training courses in how to publish research, which includes ethical issues. Further Information</p> <p>The revised Portfolio of Activity encourages all academic staff to develop plans for KE and impact; these then form the basis for discussion at individual research planning meetings and PDR .</p>	<p>Offer support and relevant training on research governance and research ethics.</p> <p>Review practices followed by relevant sub-committees.</p>	Legal, Risk and Compliance	Ongoing

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	<p>Research role expectations documentation articulate the skills that should be developed at each grade of research staff employment. (Further information) The PDR process offers the opportunity for discussions to take place in this area.</p> <p>The Researcher Programme provides relevant information to research staff in the University.</p>	Monitor implementation through CROS, PDR outputs, and Staff Survey.	Human Resources; Concordat Implementation Group	2011 and biannually
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	<p>A range of development opportunities and support services are in place for Research staff. All these options are highly recommended and ultimately it is up to the researcher to decide whether to engage or not. The existing support is regularly reviewed and research staff are invited to offer feedback and make suggestions for improvement where necessary.</p> <p>The PDR process is an opportunity for a constructive dialogue with every researcher on their career and development needs. The Concordat Implementation Group has also been tasked with introducing a minimum entitlement to training and development for all research staff.</p>	<p>Continue monitoring the effectiveness of development provision for research staff.</p> <p>Implement minimum entitlement to training for all research staff.</p>	<p>Educational Development; Human Resources</p> <p>PVC for Research and Knowledge Exchange</p>	<p>Ongoing</p> <p>Implementation by Autumn 2012</p>
5.6	Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the	All researchers are required to maintain research plans as part of their Portfolio of Activity; these form the basis of discussion at individual research planning meetings and PDR.	Implement revised Portfolio for all research staff.	Human Resources; Faculties	by 2011-12

	<p>year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities.</p> <p>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</p>	<p>The revised Portfolio of Activity, to be introduced from 2011/12, includes a record of all development activities undertaken as well as an opportunity to reflect on development needs in advance of PDR.</p>	<p>Monitor compliance with PDR and Portfolio requirements.</p>	<p>Human Resources</p>	<p>Annual</p>
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E. Diversity and Equality

Concordat Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers.

no	Concordat Paragraph	Existing evidence of compliance	Actions required	Institutional Lead	Proposed Timeline
6.1	<p>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 underrepresentation or lack of progression</p>	<p>See information in 1.4 for Diversity and Equality of Opportunity policy</p>	<p>Monitor the implementation of all procedures on Diversity and Equality of Opportunity</p>	<p>Human Resources</p>	<p>Ongoing</p>

6.2	As is the case for society as a whole, UK research will benefit from increasing equality and diversity in the recruitment and retention of researchers. The Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds	<p>This is a requirement in the University, see information in 1.2</p> <p>The recruitment processes are under review to ensure that at all times the University is mindful of equality and diversity.</p>	Monitor the implementation of all procedures on Diversity and Equality of Opportunity	Human Resources	Ongoing
6.3	It should be emphasised that the demanding nature of research careers has a disproportionate effect on certain groups. We strongly recommend that all members of the UK research community actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.	<p>The University has in place information on Health and Welfare of employees – see information here</p> <p>See also information in 3.8 (Athena Swan)</p> <p>Every policy in the University is impact assessed.</p>	<p>Monitor the implementation of all procedures on Diversity and Equality of Opportunity</p> <p>Ensure that new researchers are aware of these processes and are enabled to raise concerns</p>	Human Resources Human Resources	Ongoing Ongoing
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-	<p>The University of Liverpool recognises that staff have outside commitments and is striving to improve work-life balance. Policies in place to support this: See Family friendly initiatives</p> <p>The University is developing a Workload Balancing Tool, linked to the Portfolio of Activity and PDR; this will allow for a better calculation of workloads and ensure that all academic staff's workloads are within safe limits.</p>	<p>Monitor the implementation of all procedures on Diversity and Equality of Opportunity</p> <p>Ensure that new researchers are aware of relevant policies and processes and are enabled to raise</p>	Human Resources Human Resources	Ongoing Ongoing

	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	See information in 1.2 and 6.3	concerns		
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	See information in 6.4	Monitor the implementation of all procedures on Diversity and Equality of Opportunity	Human Resources	Ongoing
6.6	Funders should continue to ensure that their funding mechanisms and policies are adapted to changing diversity and equality legislation and guidance, for example in their provision of additional funding and duration of grant to cover paternity and adoptive leave as well as maternity leave	The University is compliant. Where funding from external sources does not include provision for additional costs incurred as a result of diversity and equality legislation, the University will make necessary arrangements to ensure the appropriateness of the provision required. See information in 6.4, family friendly initiatives.	The University will test with funders whether they will meet employment obligations. If not, costs to be borne at School level.	Head of Research Policy; Faculties	Ongoing
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	See information in 1.2	Monitor the implementation of all procedures on Diversity and Equality of Opportunity	Human Resources	Ongoing

	<p>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</p>				
6.8	<p>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</p>	<p>The University makes reasonable adjustments to meet the needs of employees.</p> <p>See information in 6.4.</p> <p>The University of Liverpool has been awarded the 'Two Ticks' disability symbol by the Jobcentre Plus for its proactive approach and positive commitment towards the employment, retention, training and career development of disabled employees. (further information)</p>	<p>Monitor the implementation of all procedures on Diversity and Equality of Opportunity</p>	<p>Human Resources</p>	<p>Ongoing</p>

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	Relevant policies and guidance are in place to ensure that adequate support and information is in place to monitor practice this area. (further information) See information in 1.4	Monitor the implementation of all procedures on Diversity and Equality of Opportunity	Human Resources	Ongoing
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	The University is actively engaged with Athena Swan, see information in 3.8. The Physics department has become part of the Juno code of practice (More information here) Faculty-specific related support is also in place (see example here)	Monitor the implementation of all procedures on Diversity and Equality of Opportunity	Human Resources	Ongoing

F. Implementation and Review

Concordat 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.

no	Concordat Paragraph	Existing evidence of compliance	Actions required	Institutional Lead	Proposed Timeline
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	The University is establishing a Concordat Implementation Group (see introduction to this document), to review all aspects of the University's compliance and to maintain an action plan. It also has responsibility for engaging in national developments, debates and initiatives in relation to the Concordat and the support and development of researchers	Concordat Implementation Group to engage in national developments	Concordat Implementation Group	Ongoing

	<p>promote implementation through a collective commitment to reviewing its progress.</p>				
<p>7.2</p>	<p>The signatories agree:</p> <ul style="list-style-type: none"> 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 	<p>N/A</p>			

	<p>Survey (CROS)</p> <p>e. to undertake and publish a major review of the implementation of the Concordat after three years reporting to the signatories and taking account of progress against the benchmark report and the views of researchers and employers (both outside and within the HE sector)</p>				
7.3	<p>The signatory funders will ensure that their terms and conditions of, for example, project grants include the expectation that the Research Organisations that they fund will adopt the principles of the revised Concordat</p>	<p>The Concordat Implementation Group will have overall responsibility for monitoring the implementation of Concordat Principles, including in the area of research grants.</p>	<p>Concordat Implementation Group to engage in national developments.</p>	<p>Concordat Implementation Group</p>	<p>Ongoing</p>
7.4	<p>The signatories recognise the value of innovation in practices and of sharing practice between institutions and aim to promote these throughout the implementation and review process. The funding signatories will consider aligning their support for transferable and career development skills. It is expected that Vitae, the national programme dedicated to realising the potential of researchers, funded by the Research Councils, will play a major role in innovating,</p>	<p>Active engagement with key stakeholders' initiatives to monitor progress and adoption of effective and relevant good practice.</p> <p>Both the PGR skills programme and the Research Staff programme have contributed to, and shared developments with, the Vitae Database of Practice, the Vitae Conference, the Vitae Policy Forum and the Overview Magazine.</p>	<p>The Concordat Implementation Group to continue monitoring developments in sector and engage productively for the benefit of research staff</p>	<p>Concordat Implementation Group</p>	<p>Ongoing</p>

	sharing practice and enhancing the capability of the sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders				
7.5	Under public sector equality schemes, employers are required to monitor equality and diversity indicators for their researchers. This section focuses on the co-ordination and enhancement of existing information collection and not on the creation of additional data. There is a strong presumption that in implementing the Concordat, significant emphasis will be placed on the use of existing data and information sources and on the sharing of good practice between institutions and to provide evidence of its impact	<p>The University is committed to the implementation of existing practice as described in previous paragraphs (3.8)</p> <p>The University collects data on staff on the following equality strands – age, gender, disability, race, religion and belief, sexual orientation. We use this data to inform our Diversity and Equality action plans and it is available as management information to support all policy development.</p> <p>The University will monitor staff opinions in this area through the CROS 2011.</p> <p>Evidence of practice added to Vitae Database of Practice, see information in 7.4.s</p>	<p>Monitor the implementation of all procedures on Diversity and Equality of Opportunity</p> <p>Concordat Implementation Group to engage in national developments</p>	<p>Human Resources</p> <p>Concordat Implementation Group</p>	<p>Ongoing</p> <p>Ongoing</p>

Actions by Institutional Lead

Human Resources	<p>Improvements to PDR process (1.1; 2.1) Ongoing</p> <p>Review recruitment and selection (1.2) current, for implementation 2011-12</p> <p>Monitor use of fixed term contracts (1.3; 2.2) Ongoing</p> <p>Review of policies in the use of fixed term contracts (1.3) First half 2012</p> <p>Feedback to shortlisted candidates for recruitment (1.4) consistent approach to be implemented from 2011-12</p> <p>Changes to procedures for promotion and progression (1.4) 2011-12</p>
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	<p>Monitor implementation of all procedures on D&E (1.4; 6.1; 6.2; 6.3; 6.4; 6.5; 6.7; 6.8; 6.9; 6.10; 7.5) ongoing</p> <p>Maintain documentation on pay or grade is in place (1.5) completed</p> <p>Maintain provision of development opportunities for all staff (2.1) ongoing</p> <p>Develop support to PIs on performance management and career development guidance (2.3) ongoing</p> <p>Appropriate management of Bridging Funding (2.4) implementation of approach in 2012</p> <p>Develop workforce planning to identify and retain key researchers (2.4) 2011-12</p> <p>Develop criteria to identify best research candidates for sustained employment (2.4) 2011-12</p> <p>Communicate promotion procedures for researchers (2.5) 2011-12 and annually</p> <p>Communicate development opportunities to researchers and PIs(2.6; 3.4) ongoing</p> <p>Develop role expectations documentation for academics and researchers (2.6; 3.2; 3.5) by end 2011</p> <p>Monitor existing training provision (3.1; 3.2;3.7; 3.8; 3.9; 5.5) ongoing</p> <p>Integrate RDF to current development themes (3.1) from October 2011</p> <p>Analysis of CROSurvey for feedback on PDR (3.1; 4.10; 5.4) 2011 and biannually</p> <p>Reviewer training on administration and management of PDR (3.1) ongoing</p> <p>Review of mentoring for all staff (3.1; 3.8; 4.14) current, for implementation 2011-12</p> <p>Implementation of PDR responses to inform future plans (3.5; 3.9; 5.1; 5.6) annual</p> <p>Revise remuneration, pay progression and promotion to include research staff (3.5) for implementation 2011-12</p> <p>Monitor Induction effectiveness (3.6) annual</p> <p>Support to PIs with new staff (3.4; 3.6) ongoing</p> <p>Develop Staff Charter for distinctive values and behaviour (3.6) by November 2011</p> <p>Revisions to PDR and Portfolio of Activity for all staff to develop research plans (4.14; 5.6) by 2011-12</p> <p>Ensure researchers are aware of D&E procedures (6.3; 6.4) ongoing</p>
PVC for Research & KE	<p>Monitor Implementation of Research Strategy (1.1) quarterly as part of monitoring of progress against Strategic Plan and Operating Plan (priorities for implementation are reviewed annually)</p> <p>Analysis of PIRLSurvey (2.3) - biannual</p> <p>Ensure employer engagement and research environment in line with plans from RCs (3.3) ongoing</p> <p>Implement minimum entitlement to training for all research staff (3.9; 4.11; 5.5) implementation by Autumn 2012</p> <p>Implement researchers' forum in all Schools and Institutes (4.13) implementation by Autumn 2012</p>
Corporate Comms	<p>Enhancement to internal communications (1.1) ongoing</p>
Head of Research	<p>Monitor Implementation of Research Strategy (1.1) quarterly as part of monitoring of progress against Strategic Plan and Operating Plan (priorities for implementation are reviewed annually)</p>

Policy	Work with funders collaboratively on meeting employment obligations (6.6) ongoing
Educational Development	Develop information about research careers and development opportunities (1.2) 2011 to 2013 (ongoing) Maintain provision of development opportunities for all staff (2.1) ongoing Communicate development opportunities to researchers and PIs (2.6; 3.4) ongoing Monitor existing training provision (3.1; 3.4; 3.9; 4.11; 4.12; 5.5) ongoing Integrate RDF to current development themes (3.1) from October 2011 Strengthen links with alumni office for benefit of development programmes (3.1) 2011 to 2012
Concordat Implementation Group	Develop information about research careers and development opportunities (1.2) Ongoing (2011 to 2013) Analysis of CROSurvey (2.1; 3.3; 4.10; 4.13; 5.4) 2011 and biannual Review and monitoring of researcher development programmes (2.3; 3.7; 3.8) ongoing Analysis of PIRLSurvey (2.3) biannual Monitoring of PDR responses to inform future plans (3.5) annual Engagement in national developments (7.1; 7.3; 7.4; 7.5) ongoing
Faculties	Appropriate management of Bridging Funding (2.4) implementation of approach in 2012 Develop criteria to identify best research candidates for sustained employment (2.4) 2011-12 Communicate promotion procedures for researchers (2.5) 2011-12 and annually Implement researchers' forum in all Schools and Institutes (4.13) Implementation by Autumn 2012 All research staff to undertake Portfolio of Activity and PDR (4.14) by 2011-12 Encourage research staff to engage with KE initiatives (5.2) ongoing Work with funders collaboratively on meeting employment obligations (6.6) ongoing
Business Gateway	Encourage research staff to engage with KE initiatives (5.2) ongoing
Legal, Risk and Compliance	Offer support and training on RG and ethics (5.3) ongoing
Centre for Lifelong Learning	sustain tailored careers advice post-Roberts (3.2) by end 2011