

Action Plan (Concordat Implementation Strategy) 2016-2018

CONCORDAT PRINCIPLE	ACTION	LEAD	STATUS	ORIGINAL SUCCESS MEASURE/S AND PROGRESS
<p>A. Recruitment & Selection</p> <p>Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research</p>				
1a	<p>The existing (2016) P&OD Strategy supports staff at all stages by focusing on recruiting, selecting, developing and retaining talent. <i>NB The 2016 P&OD Strategy has been updated with greater alignment to the University Strategy (2017-2022).</i> In demonstrating institutional commitment to providing dedicated provision for researchers, we will:</p> <p>Implement a three year probation, induction and transition system for academics who are new to higher education, with a modified process specifically for research staff on fixed-term contracts. Induction events will be evaluated to monitor and assess feedback.</p> <p>Provide an accessible comprehensive calendar of research-focussed development provision for each academic year. Engagement and non-engagement in researcher development opportunities will be evaluated.</p>	P&OD		<p>Original success measure: Academic staff engagement in the full 3-year process (80-100%). Positive responses on the effectiveness of the new programme and participant satisfaction.</p> <p>Progress: The new probation, induction and transition process for staff who are new to higher education was introduced as planned in 2016. A review was conducted after 12 months as part of the implementation plan, resulting in enhanced monitoring and modified alerts/triggers. These will continue for the full-cycle (to 2019; see Action 1 in the 2018-20 Action Plan). An induction booklet for research-only staff accompanies a slightly modified process.</p> <p>Original success measure: Creation of a dedicated web resource for researchers. 50% increase in the number of individuals participating in development opportunities.</p> <p>Progress: RIS, the LDF and DA provide linked researcher development information about their respective opportunities online. There is no single dedicated web resource where information is held centrally primarily in order to differentiate between those opportunities that are primarily targeted at PGRs and those for research staff. NB PGRs are welcome, and do attend some of the ACTivator workshops, recognising that PGRs need support in preparation for their transition to the post-doctoral researcher community. We recognise that researchers may not always appreciate what development opportunities might be relevant to them, particularly in</p>

			<p>the context of a long-term academic career. Marketing and communications across LDF, LS and RIS should therefore seek to facilitate cross-referral going forward.</p> <p>During 2017, eighteen ACTivator workshops were delivered; Staff registrations numbered 379, with 229 places taken (60% uptake compared to 50% in 2016). The proportion of individual staff engaging with the programme on an annual basis has increased slightly from 14% in 2016 to 16% in 2017, and 27% of academics have engaged with the programme since it began. Evaluation feedback is overwhelmingly positive, with a 95% approval rating.</p> <p>During 2016-17, 92 events were run through the Doctoral Academy's Researcher Development Programme (RDP), with a total attendance of 1,343. This represents a significant growth on previous year's events and attendance figures, with the number of organised events increasing by 85% and the number of attendees growing by 54% when compared with the 2015/16 academic year.</p>
	Target research staff to undertake mandatory recruitment, selection and unconscious bias training. An annual audit will be conducted to monitor engagement in mandatory recruitment, selection and unconscious bias training.	P&OD CF	<p>Original success measure: Full compliance</p> <p>Progress: People and Organisational Development provides unconscious bias training which is delivered on a mandatory basis to managers recruiting new staff and members of promotion panels. Through the Concordat Forum, bespoke sessions are also available for research staff who would not necessarily attend mandatory training. The Concordat Forum have a role to play in raising awareness of this provision; to date researchers have not requested the delivery of bespoke sessions.</p>
1b	To streamline the existing provision of information for PGRs, we will provide a handbook that integrates information about Research Degree Regulations, policies and Codes of Conduct. A compliancy audit of research degree processes will take place after 1 year.	DA	<p>Original success measure: Full compliance with research degree processes</p> <p>Progress: A comprehensive review of the University's Research Degree Regulations and Code of Practice for Research Supervisors and Student' has been undertaken. This action was partially informed by feedback from the PGR community on the old resources. During the 2018/19 academic year the new 'Research Degrees Framework' will replace existing documentation. The review has enabled a thorough cleansing of the regulations, the disaggregation of policy from process, and provides</p>

				far clearer guidance to users, aimed to enrich the experience of research students at every stage of their journey. The new digital Framework consists of a suite of inter-related documents that should be read in conjunction with one another and as such negates the need for a traditional handbook-style document. Feedback from PGR student representatives forms part of the roll-out in 2018/19.
<p>B. Recognition & Value</p> <p>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</p>				
	The Personal Development and Performance Review (PDPR) system, re-launched in 2015 is well-embedded amongst academic staff. Using this good foundation, we will:			
Provide bespoke sessions for staff conducting PDPRs with research-active staff.	P&OD LDF			<p>Original success measure: Increased satisfaction in the support provided to research-active staff as assessed in the (biennial) LJMU staff survey. Currently 64%</p> <p>Progress: The content of appraisal training for line managers and reviewers has been adjusted to include examples of research outcomes. The original outcome measure for this action was to see increased satisfaction in the support provided to research-active staff as assessed in the (previously biennial, now annual) LJMU staff survey. In the 2015 survey satisfaction was 64% positive. Due to changes in the structure of questions and how filters are applied to determine the responses of researchers-only, the 2017 staff survey outcomes cannot be directly compared with 2015 data. However in 2017, 58% academic and research staff agreed that their training, learning or development has helped them to do their job more effectively. People and Organisational Development monitor the consistency in application of staff appraisal and engagement of research staff in the staff appraisal process.</p>
Create a researcher induction handbook for use at University/Faculty level highlighting areas such as institutional, local research strategy, the individual's role within that strategy, support and career	ADRs RIS			<p>Original success measure: Completion of researcher induction guide</p> <p>Progress: Three of our four faculties have developed a researcher induction handbook that is routinely supplied to all new starters. The Faculty of Education, Health and Community which does not have a comprehensive handbook has</p>

	development opportunities including appraisal/PDPR.			<p>endured a period of significant change which has affected handbook development. The faculty is currently undergoing a restructure which will delay progress further.</p> <p>During the implementation of this Action Plan, a new (fifth) faculty structure evolved comprising LJMU's Business School (2017). The handbook used by the School in its previous faculty is no longer current and there is work in progress to address this. See Action 4 in the 2018-20 Action Plan.</p>
<p>C. Support & Career Development</p> <p>Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment</p> <p>Principle 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career</p>				
3 & 4	To develop and implement a comprehensive Researcher Development Strategy and Action Plan 2017-2020 to support research staff development in-line with the University's core strategic aims. Constituent elements of this include:			
	Reigniting institutional level engagement with CROS and PIRLS and implementation of CROS, PIRLS and PRES in 2017	RIS DA CF		<p>Original success measure: Completion rates for PRES, PIRLS and CROS to match or exceed previous rates (57% for PRES in 2015 and 35% for CROS in 2013).</p> <p>Progress: The University endorsed, and subsequently ran all three surveys in 2017. Response rates as follows: PRES 61% - surpassing the level of PGR engagement in 2015 (57%); PIRLS 18% and CROS 7%. Staff engagement with CROS and PIRLS were extremely disappointing, despite significant advocacy. Anecdotal evidence suggests that the timing of the survey completion was far from ideal. When faced with multiple, competing priorities, academics will necessarily complete activities that are related to student assessment and progression, as opposed to research.</p> <p>The low response rates to PIRLS and more specifically CROS, guard against drawing meaningful and generalisable conclusions from the survey data. However, the CTG and CF will take steps to address the low response rate ahead of participating in CROS in 2019; pulse surveys and/or focus groups initiated by Staff Research Associations are likely activities during 2018/19.</p>

	<p>Identification of developmental needs through CROS & PDPR. CROS Action plan to be reviewed by CTG and URSKTC (PRES Action Plan to be reviewed by RDC and URSKTC). Development requirements identified through PDPR reviewed by LDF.</p>	<p>RIS DA LDF</p>	<p>Original success measure: Review of researcher development provision to ensure it aligns and grows to reflect researcher needs. Increased staff and PGR engagement in development provision.</p> <p>Progress: All areas of the University with a stake in researcher development review their provision on an annual basis through University reporting structures to ensure it aligns and grows to reflect researcher needs. It is disappointing that meaningful outcomes could not be drawn from CROS and PIRLS due to low staff engagement with the surveys, however some high-level observations concerning reward and recognition (PIRLS) are being considered in conjunction with outcomes of the 2017 staff survey.</p> <p>The following are some examples of ways in which provision has enhanced over the last two years, based on feedback from the researcher community. During 2017, the Doctoral Academy ran its first 'Thesis Writing Boot Camp' as an addition to its already comprehensive RDP provision. The three-day residential intensive writing programme for late stage doctoral researchers received 33 applications for 18 places; attendees reported 100% positive feedback.</p> <p>Also in 2017, as a new (joint) initiative, LDF funded and RIS supported the running of a LFHE two-day 'Research Team Leadership' programme. A cohort of ten staff completed this pilot with unanimous reports that it was valuable. Further cohorts are planned in 2018.</p> <p>The ACTivator portfolio was supplemented with a Public Engagement workshop for staff in 2016, and in 2018 new workshops will be introduced covering research ethics and governance (full ACTivator workshop), and a shorter ACTivator 'Side' event on qualitative research. Pipeline activities around the UK Industrial Strategy, changes in the funding landscape relating to Brexit, and the emergence of the Knowledge Exchange Framework demonstrate our commitment to keep provision current."</p> <p>The University is a partner in a successful application (2017) to the Erasmus Plus Strategic Partnership Fund (€386,260). The TRANSPEER international researcher development project brings together researcher development specialists from RIS</p>
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	Running careers support programme for PGRs in 2016/17.	DA	<p>Original success measure: An increase in the number of PRES respondents taking-up the opportunity for careers advice (26% in 2015).</p> <p>Progress: In PRES 2017 the proportion of respondents receiving advice on career options fell slightly to 24% (26% in 2015); this is significantly lower than the sector average, but fairly consistent with LJMU benchmarking groups. The Doctoral Academy PRES Action Plan 2017/18 sought to address this in several ways, building on the four careers-related workshops to the Researcher Development Programme. Actions included the University Careers Service delivering dedicated weekly drops-ins for PGRs to discuss CVs, applications and/or career options; PGR Careers Notebook for 2017 raising the visibility of the Careers Service; and the introduction of staff-led careers talks for PGRs at Faculty Research Days.</p>

	<p>Developing and integrating the provision of online training for PGRs and researchers.</p>	<p>DA RIS LDF</p>		<p>Original success measure: Provision of online training and evaluation plan.</p> <p>The main stakeholders with responsibility for supporting and developing research staff and students currently have individual approaches to the development and availability of online training. Within RIS, the digital resource from Epigeum 'Professional skills for research leaders' (primarily for ECRs) was launched on the University's virtual learning environment (VLE) in September 2017 with 85 staff researchers enrolled. The Doctoral Academy is using the VLE to run webinars for new PGRs who are unable to attend face-to-face inductions. It is also starting to use the VLE as a repository for development resources that accompany the Researcher Development Programme, along with online tutorials on online copyright and e-theses developed by LS, and an updated ethics module for PGRs developed by the RIS ethics team.</p> <p>The Leadership and Development Foundation's Toolkit provides access to a comprehensive range of materials. Within it, a number of job roles are specified, with resources identifiable to those roles highlighted (Manager, Director, Assistant etc.). A 'Researcher' role is to be added to the Toolkit playlist to explore increase engagement across researcher communities.</p> <p>Also as a new development for 2018/19 is the implementation of an online platform for managing all aspects of the PGR experience, and which will replace current manual and paper-based processes. The platform will be a one-stop-shop for PGRs to book on to, record and provide feedback on their training and development, as well as to record interactions with supervisors.</p>
	<p>The continuation of public engagement activities supported via external Research Café for example.</p>	<p>LS RIS</p>		<p>Original success measure: Increase researcher and public participation in engagement activities.</p> <p>Progress: Engaging the public with our research is a core expectation for LJMU as a modern civic University and we can point to many relevant examples e.g. LJMU International Women's Day event celebrating LJMU female researchers (May 2018) https://www.ljmu.ac.uk/about-us/news/blog/2018/3/26/celebrating-women-in-</p>



				<p>research; LJMU hosted the European Week of Astronomy and Space Science (EWASS) in April 2018 http://eas.unige.ch/EWASS2018/; LJMU is a principal sponsor of Light Night http://lightnightliverpool.co.uk/.</p> <p>We do however recognise that the majority of this activity is dissemination-only. In the 2016/17 Higher Education - Business and Community Interaction (HE-BCI) Survey, LJMU was ranked 34th in the UK for attendees to free Public Lectures (slightly down from 27th in 2015/16). Additionally, the Research Café events run by LS remain their most popular provision, and in November 2017 their Autumn Research Extravaganza attracted an audience of 60 (20% external to LJMU) Therefore, we must do more to encourage and facilitate earlier engagement between our publics and researchers so that research and knowledge exchange are informed more by real-world challenges and business needs, and that we provide more opportunities for the co-creation of solutions.”</p>
	Growing participation in the University Research Week.	RIS		<p>Original success measure: Increase researcher participation in Research Day (up from 12% staff to 25%).</p> <p>Progress: University Research Week is now in its third year, with all five faculties running events that celebrate and showcase research and innovation activity. Local/faculty-based PGR poster competitions culminate in judging and prize-giving at University Research Day. In 2018, the event was re-named ‘Research & Innovation Day’; 230 people registered for it, of which 140 attended (the number of people arriving on the day but who had not registered was not recorded). The number of registrations in 2018 is up by 17% on the previous year (196 people registered), and overall 161 people attended the 2017 event (33 additional attendees arrived not having registered). Attendance figures as a proportion of academic staff remains unexpectedly low (circa 12-16%). Further efforts to increase participation form part of the Action Plan 2018-20 (Action 8).</p> <p>The DA also hosts an annual Doctoral Conference each summer. It has consistently good participation from the PGR community who proactively take-on the organisation</p>

				of the day (on average 150 attendees; circa 25% of PGRs). The strongly contested LJMU 3 Minute Thesis final takes place during this event.
	A redesign of the postgraduate certificate in Teaching and Learning in Higher Education to include a Research Module.	TLA DA		<p>Original success measure: Successful re-validation</p> <p>Progress: LJMU's Postgraduate Certificate in Teaching and Learning in Higher Education has been successfully re-validated to incorporate a Research Supervisor Development Programme. It will run for the first time at the start of the 2018/19 academic year.</p>
	The launch of a new Supervisor Development Programme in 2017.	DA		<p>Original success measure: Supervisor engagement with the programme to set baseline measures for 2017/18.</p> <p>Progress: The incorporation of a Research Supervisor Development Programme into LJMU's Postgraduate Certificate in Teaching and Learning in Higher Education from 2018/19 is just one of several ongoing initiatives to recognise and reward doctoral supervision within LJMU. Our endeavours are significant in that they are designed to enact cultural change, raising the visibility and validity of research supervision as an area of academic practice in its own right.</p> <p>In 2018, the University awarded its first Outstanding Doctoral Supervisor Awards: one in each of our five faculties. Forty-two nominations for 37 individual supervisors were received from doctoral students. The awards were made in the context of the national Times Higher Education (THE) Outstanding Research Supervisor of the Year scheme, which was inaugurated in 2016. LJMU's overall winner will be nominated for the THE 'Outstanding Doctoral Supervisor Award'.</p> <p>The Doctoral Academy has also been working with UK Council for Graduate education on their plans to accredit the doctoral supervisor role in terms of skill-level and practice. LJMU is participating in a 1-year pilot (from January 2019) to aid development of this supervisors accreditation scheme.</p>

	The performance of an institutional review of the structure of the PhD by Published Work award 2016-17.	DA		<p>Original success measure: Institutional approval of new routes.</p> <p>Progress: The review of the structure of the PhD by Published Work has been undertaken, albeit over a longer period of time to coincide with the overarching review and development of the Research Degrees Framework (see A 1b above). A policy change within the Framework now enables any doctoral candidate to present a thesis by published papers, a format not previously recognised by the institution for postgraduate research students. The route for University staff to undertake a PhD by published work remains, with some changes made around staff eligibility.</p>
<p>D. Researchers' Responsibility</p> <p>Principle 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning</p>				
5	ADRs to raise awareness of the work of the Concordat Implementation Group and the Concordat Forum and promote their activities to researchers right across the University. We will:			
	Collaborate with LDF (formally launched in June 2016) in the provision of personal and career development opportunities, including coaching and mentoring for research staff.	LDF RIS		<p>Original success measure: Increased researcher engagement with ILM coaching and mentoring programme.</p> <p>Progress: Academic staff/researchers continue to participate in the Institute of Leadership and Management (ILM) Coaching and Mentoring sessions offered by LDF although numbers are small (12 during 2017/18). The P&OD Strategy 2017-2022 Action Plan outlines measures to refresh provision.</p> <p>Additionally, in June 2018, the Chair of the CTG launched a new mentoring scheme designed to support staff to enhance their potential to become independent researchers and develop high quality research outputs. Mentors accepted into the scheme will be supported by formal development – a Mentor Skills Programme facilitated by LDF professionals. See Action 9 in the 2018-20 Action Plan.</p>
	To continue to embed actions that support the representation of	RIS DA		Original success measure: At least 3 CF events per academic year.

	<p>researchers in university forums (including equality and diversity) e.g. use the Concordat Forum (CF) to scope local appetite for Research Staff Associations (RSAs).</p>	CF		<p>Progress: The University continues to value inputs from members of the research community to both central and local fora, including the University Athena SWAN Working Group and associated school/departmental task groups, and institutional and local Research Degree Committees. The disparate nature of the University's estate across the city (and its campus six miles south of Liverpool) means however, that there are some barriers to achieving a high level of engagement and in facilitating widespread collaboration. Researcher engagement with the Concordat Forum has been impacted for example.</p> <p>The Concordat Forum has been operational since March 2017 and holds a minimum of three events each year. It dedicated a focus group meeting to specifically discuss Research Staff Associations in November 2017 with further dialogue between the Forum and the CTG during 2018. Researcher attendance at Forum meetings is variable but members are progressing the establishment of 'Staff Research Associations' at faculty level (which will overcome some issues around geography). These will be operationally phased-in during academic year 2018/19 (see Action 11 of the 2018-20 Action Plan).</p>
	<p>Establish a Supervisor Development Forum to share best practice in PGR supervision.</p>	DA		<p>Original success measure: Run the first Supervisor Development Forum by July 2017.</p> <p>Progress: The intention to establish a Supervisor Development Forum to share best practice in PGR supervision has been superseded by strategic initiatives described above (C 3&4 Supervisor Development Programme). The outcomes from the UKCGE pilot will provide direction to future activities, structures and learning around doctoral supervisor practice.</p>
<p>E. Equality & Diversity</p> <p>Principle 6: Diversity and equality must be promoted in all aspects of the recruitment and career management of researchers</p>				
6	<p>LJMU aims to ensure that all staff are treated with dignity and respect as key aspects of their wellbeing. We will:</p>			

<p>Pursue accreditation for Athena SWAN for all University schools/departments, with all STEMM departments to submit for an award by April 2020.</p>	<p>Athena SWAN working group</p>		<p>Original success measure: Athena Swan accreditation in all areas.</p> <p>Progress: The University has eight areas defined as STEMM:</p> <ul style="list-style-type: none"> ▪ Astrophysics ▪ +Built Environment ▪ Engineering & Technology ▪ §Natural Sciences & Psychology ▪ Nursing & Allied Health ▪ Pharmacy & Biomolecular Sciences ▪ §Public Health ▪ §Sport & Exercise Sciences <p>One area currently has their application submitted and under review⁺; three STEMM areas will submit applications in November 2018[§] (in addition to one non-STEMM area). Astrophysics has already achieved the equivalent status ‘Juno Practitioner’ (Institute of Physics). As such, the University is on schedule to meet its target of all STEMM departments to submit for an award by April 2020 (see Action 12 of the 2018-20 Action Plan).</p> <p>The University successfully retained its institutional-level Bronze Award following re-application in November 2017.</p>
<p>Continue support of the Aurora programme.</p>	<p>LDF</p>		<p>Original success measure: Maintain or grow the numbers of researchers and academic staff completing the Aurora programme with University sponsorship (4 in 2015/16).</p> <p>Progress: The University’s Leadership and Development Foundation continues to support staff wishing to engage with the Aurora programme and funds one place per faculty. Places on the programme are accessible through an application and selection process and participants are determined by the Faculty Executive Dean. Schools may directly fund additional staff places on the programme. LDF has extended its commitment to support the programme through to 2020. Researcher/academic staff enrolments to the programme are: 4 in 2015/16; 13 in 2016/17; 8 in 2017/18.</p>

<p>Continue to analyse equal opportunities data considered by POD and the Professors and Readers Conferment Panel.</p>	<p>POD</p>		<p>Original success measure: Take remedial action if the proportion of applications for Professor and Reader conferment from women drops below 33%.</p> <p>Progress: Overall, the proportion of female applicants within the total pool of applications for Professorial and Reader conferment has not fallen below 33% within the current reporting period. However, we now monitor the data in terms of the proportion of applicants from the eligible pool of staff (see below).</p> <p>The proportion of eligible candidates applying for Professorial promotion is currently around 6% for both males and females; for females, this is commensurate with the proportion of eligible female staff. The actual number of staff applying is small, on average 7 men and 4 women (based on 4-year data 2014-18; only 3 applications from females in 2018). Since 2015 the proportion of female applicants shortlisted has equalled or exceeded 50%, with 75%-100% of shortlisted female candidates achieving a successful outcome.</p> <p>For promotion to Readership, approximately 6% of males apply each year but females are half as likely to apply (3% or less); on average (based data 2015-18) 22 men and 9 women apply annually. The proportion of female applicants shortlisted generally exceeds 66% but not consistently (in 2016 only 3 of 8 applications from females were shortlisted). In the last four years, 50%-100% of female shortlisted candidates achieved a successful outcome (45%-100% success rate for males).</p> <p>The University recognises that a major bottleneck in achieving a higher proportion of female Professors is the limited supply of candidates at the lower grade (typically Reader), and that promotion to Reader is limited by far lower numbers of female applications than expected statistically. The University-wide Athena SWAN Working Group has set a number of specific actions designed to address this and Action 13 of the 2018-20 Action Plan keeps the issue live on the CTG agenda.</p>
<p>Improve communication of the Professorial Pay Enhancement Panel</p>	<p>P&OD</p>		<p>Original success measure: Senior staff satisfaction with the pay enhancement process.</p>

				Staff satisfaction with the pay enhancement process is not measured, however the gender pay gap at Professorial level is 1.64% (August 2017 data).
	Improve communications regarding senior mentor scheme	P&OD		<p>Original success measure: Senior staff engagement in mentoring.</p> <p>Members of the Professoriate can engage in mentoring through a centrally operated scheme (L&DF, 5 Professorial staff in 2017/18) or within their faculties. In June 2018, the Chair of the CTG launched a new mentoring scheme designed to support staff to enhance their potential to become independent researchers and develop high quality research outputs. The forthcoming REF in 2021 is a driver for this 2-year (funded) programme. Mentors are generally, but not exclusively, Professors or Readers and additional research leadership training is available for these staff within the scheme.</p>
	Continue to map equality and diversity activity for staff and PGR students. https://www2.ljmu.ac.uk/EOU/90618.htm	LJMU E&D Working Group		<p>Original success measure: Success as defined and measured within the LJMU Equality Objectives for staff and students.</p> <p>Progress: The University continues to actively monitor and evaluate equality and diversity activity with respect to staff and students, including PGRs; this information is publically available https://www.ljmu.ac.uk/about-us/public-information/equality-and-diversity. Specific equality and diversity objectives relate to increasing the percentage of women conferred as Professors, Readers and attaining senior management roles, and improving the recruitment and retention of black, Asian and minority ethnic staff and students, including international students. The latter is significant, given an observed decline in the proportion of full-time PGRs who are international students from 33% in 2014/15 to 25% in 2016/17. Our commitment to maintaining and building-on our Athena SWAN Bronze status also drives a series of actions (Action Plan 2018-2022). The University does not employ any academic or research staff on zero hours contracts, and less than 2% of academic and research staff are employed on a fixed-term basis. Post-doctoral staff generally hired to work on externally-funded research grants are employed on fixed-term basis, in-line with the sector norm, and at LJMU there are no gendered patterns observable for these staff.</p>

F. Implementation & Review

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

7	Continue to support the career development of researchers through the Concordat and participation in sector-wide surveys (PRES, CROS). We will:		
	Provide regular updates to the URSKTC and the Strategy Delivery Forum on the progress of staff related matters including all researcher development activities and action plans. CTG Annual report to be presented to URSKT.	DA RIS LDF	<p>Original success measure: Continuation of the CTG work within LJMU.</p> <p>Progress: The University Research, Scholarship and Knowledge Transfer Committee is regularly appraised on matters concerning researcher development (staff and PGRs). The PRES, CROS and PIRLS survey outcomes were specifically debated in 2017 and the minutes of the CTG meetings are included in the Committee papers. URSKTC has endorsed all material prepared and submitted for LJMU's HE Excellence in Research Award six-year review.</p> <p>Wider engagement with the University's Strategy Delivery Forum (which includes the University's Strategic Management Team and the Directors of Academic and Professional Service areas) is planned for 2018/19 to give greater visibility to some key areas for development (for example, research leadership), and to discuss and achieve a broad commitment to positive change (for example doctoral supervision as an area of academic practice, and Staff Research Associations).</p>
	Conduct an annual review of ACTivator and Researcher Development support.	DA RIS	<p>Original success measure: Align and grow support activities to reflect researcher needs. Increased staff and PGR engagement in development provision.</p> <p>Progress: An annual review of LJMU researcher development activity is routinely undertaken with the both the RIS Researcher Development Annual report (2016 and 2017) and the Doctoral Academy Annual Report 205/16 and 2016/17 (containing an evaluation of the DA Researcher Development Programme) being considered and endorsed by URSKTC. Action plans within each are reviewed and delivered locally as appropriate.</p>

This implementation plan has been overseen by the Concordat Task Group (CTG). This group comprises: the PVC-RSKT (Chair), three research community representatives, one of whom is a postgraduate research student, the five faculty Associate Deans for Research (ADR), the Director of P&OD, the Head of Research Excellence and Research Strategy, and the Head of the Leadership & Development Foundation. Reports and actions from the CTG are reported to URSKT Committee. Reports and actions will be referred to other relevant University committees when necessary (such as Academic Board and the Equality and Diversity Strategy Group).

The University is committed, through its action plan and related activity, to creating a positive, supportive and career-enhancing environment for its research staff. A Concordat Forum, comprising researchers across the University including ECRs, Professors and Readers, debates, comments and makes suggestions to the Concordat Task Group.

Glossary

ACTivator	Attitude & Capability Toolkit: impact, value & assets of researchers
AD-Rs	Associate Dean for Research
APSS	Faculty of Arts, Professional and Social Studies
CF	Concordat Forum
CROS	Careers in Research Online Survey
CTG	Concordat Task Group
DA	Doctoral Academy
EHC	Faculty of Education, Health & Community
FET	Faculty of Engineering & Technology
FRSKTC	Faculty Research Scholarship & Knowledge Transfer Committee
ILM	Institute of Leadership and Management
L&DF	Leadership & Development Foundation
LBS	Liverpool Business School
LS	Library Services
PDPR	Personal Development and Performance Review
P&OD	People and Organisational Development
PGRs	Postgraduate Researchers
PIRLS	Principal Investigators & Researcher Leaders Survey
PRES	Postgraduate Research Experience Survey

PVC-R	Pro-Vice Chancellor for Research, Scholarship & Knowledge Transfer
RDP	Researcher Development Programme (Doctoral Academy)
RIS	Research and Innovation Services
SCI	Faculty of Science
SRA	Staff Research Associations
URSKTC	University Research, Scholarship & Knowledge Transfer Committee