

Version control:

Title	REF 2029 Code of Practice - Liverpool Hope University
Version	1.4 Final Approved by Research England. (Earlier versions: 1.3 After addressing feedback received from Research England's Research Policy Team. 1.2 submitted for Research England feedback after Consultation and using CoP template released in July 2025 by UKRI/Funding Bodies. Further updated, with minor revisions in relation to University's new Promotions Policy and general tidying-up following pause and confirmation of the new CoP submission window).
Date	[Insert date of final approval]
Status	Consultation stage (Approved when finalised)
Responsibility for Policy	Pro Vice-Chancellor (Research)
Approved by	[University Research Committee; and Senate]
Date of Approval	[Insert date]
Consultation	Academic Community and Professional Services; REF Steering Group (REFSG); University Research Committee; Vice-Chancellor's Advisory Group (VCAG); University Executive Board (UEB); Senate.
Frequency of Review	Annually; EDI will be done on on-going basis.
Next Review Date	Subsequent updates to the CoP may be made, if necessary, following the finalisation of the University's new Promotions Policy and/or the release of additional REF 2029 guidance.
Related Policies	Research Ethics Policy; EDI Policy; Staffing and Staff Promotions Policy; Conflict Resolution, and Staff Appeals Policy.
Minor Revisions	[Insert 'None' or details if applicable]
Equality Impact Assessment (EIA)	Included as part of the development of the CoP – no additional or separate EIA required.



Code of Practice template

Institution name: Liverpool Hope University

Date of submission: Final approved version: 3rd July 2026. [Friday 12th June 2026 after addressing feedback from Research England; original submission was made on Monday 2nd February 2026.

This Code of Practice is prepared in line with the REF 2029: Guidance on Codes of Practice (July 2025), issued by UKRI. The most recent version of the CoP template, released in July 2025, has been used in the preparation of this document.

Part 1: Introduction

1. How your CoP supports the principles of:

- **Robustness** – Liverpool Hope University ensures robustness in its REF submission processes by basing decisions on clearly defined contract types and embedded institutional practices. The University employs academic staff on either Teaching & Research (T&R) or Teaching & Scholarship (T&S) contracts. It does not routinely employ staff on research-only contracts (ACEMPFUN 2). In exceptional cases, externally funded research-only posts such as Postdoctoral Research Fellows (PDRFs) may be appointed to work under the supervision of academic staff. However, such roles are not considered to meet the REF definition of Research Independence, as they are not responsible for designing or leading an independent research agenda. At present, no such research-only posts exist at the University.

In REF 2021, Liverpool Hope submitted just over 96% of staff with T&R contracts, all of whom were deemed to have both Significant Responsibility for Research (SRR) and to be Independent Researchers. This inclusive and consistent approach continues into REF 2029 and has been strengthened further through annual HR – PVC-Research Office reviews, ongoing validation of HESA Staff Record data, and contractual alignment with national definitions. Research expectations are clearly stated in T&R job descriptions and workload models, ensuring that included contracts accurately reflect research responsibilities.

- **Transparency** – Transparency is a core principle of Liverpool Hope University's REF processes. The development and implementation of the Code of Practice are overseen by the REF Steering Group (REFSG), with input from the Equality, Diversity and Inclusivity (EDI) Steering Group, the Vice Chancellor's Advisory Group (VCAG), and the University Executive Board (UEB). The Vice-Chancellor's Advisory Group (VCAG) and University Executive Board (UEB) provide institutional strategic oversight and ensure alignment between REF preparations and the University's wider academic, staffing, and research strategies. A university-wide consultation was conducted to invite feedback from all staff, including Trade Union representatives. All policies and procedures are communicated through multiple channels, including the My-Hope intranet, email bulletins, and Faculty-level updates, to ensure transparency, accessibility, and wide engagement.

The University's approach to identifying staff with Significant Responsibility for Research (SRR), including the use of Teaching and Research (T&R) contracts as the defining criterion, formed part of the University-wide consultation on the REF 2029 Code of Practice. These arrangements reflect established academic role expectations that have been subject to staff consultation and formal institutional approval through the development and review of workload allocation, promotions, and academic staffing frameworks.

In addition to written guidance, the University supports understanding through staff development sessions and workshops led by the Pro Vice-Chancellor (Research). These sessions cover the REF framework, eligibility rules, and decision-making processes. Staff are encouraged to raise questions or seek clarification via the PVC-Research Office or local Faculty REF contacts i.e. UoA-leads/coordinators and Associate Deans for Research (ADR).

The CoP will also be accessible via the Symplectic Elements system, allowing eligible staff to view how decisions relate to their own research profile. Once finalised, the CoP will be published on the University's public website to ensure transparency and accountability to both internal and external audiences.

- **Equity and inclusion:** Liverpool Hope University's REF 2029 processes are designed to ensure that all decisions are fair, impartial, and supportive of a diverse academic community. The Code of Practice reflects the University's institutional values, placing particular emphasis on recognising the wide range of research contributions made by staff at different career stages, on different contract types, and working across a range of disciplinary, interdisciplinary, and practice-based domains.

Diversity of output types and staff experience is actively encouraged through the inclusive approach to output selection. This approach ensures the provision of development support and the embedding of Equality Impact Assessments (EIAs) at key policy stages, with EIAs undertaken once sufficient data is available to support a meaningful assessment. All REF-related decisions - from the identification of SRR and research independence to the selection of outputs and case studies - are subject to clear, role-based criteria rather than performance indicators or arbitrary thresholds. These are consistently applied and reviewed through governance structures that include academic, HR, and EDI expertise.

The University's promotions and staffing framework includes a formal mechanism through which academic staff can transition between Teaching & Scholarship (T&S) and Teaching & Research (T&R) contracts, depending on the evolving nature of their academic profile and professional development. For example, staff on T&S contracts who develop a significant research and scholarship portfolio - including outputs, grant activity, or research supervision - may seek consideration for a T&R contract. Conversely, staff on T&R contracts whose roles become primarily teaching and pedagogic may move to a T&S pathway. This flexibility is supported by institutional mechanisms such as the **PROSPER**¹ (a personal development) framework, access to mentoring, and workload allocation for research and scholarship, which collectively enable staff to explore and develop their academic trajectories in a way that aligns with their interests and institutional goals.

This approach ensures that decisions made under the Code of Practice are not only procedurally consistent but are also inclusive and enabling, allowing all staff the opportunity to contribute to and be recognised in the REF submission.

¹PROSPER: Promoting Recognition of Staff Professional Engagement and Research (Note: PROSPER is available to all staff i.e. including those on T&R, T&S, and fixed term arrangements)

The University is committed to ensuring that staff on fractional, part-time, and any **eligible** fixed-term contracts are supported equitably within REF-related processes. Where applicable, workload allocation, mentoring, access to PROSPER, staff development opportunities, and participation in REF-related activities are applied on a proportionate and inclusive basis. Equality Impact Assessments (EIAs) will continue to monitor whether any staff groups experience disadvantage in relation to research opportunities, support, or representation within REF processes.

The University is currently developing and consulting on a new Promotions Policy, which will introduce a third pathway - **Professional Practice** - alongside the existing **Teaching and Research (T&R)** and **Teaching and Scholarship (T&S)** routes. This policy aims to provide colleagues with the flexibility to pursue the pathway that best aligns with their academic trajectory, strengths, and professional profile, including recognition of practice-based expertise and external engagement. Once the policy is finalised and approved, this Code of Practice will be updated accordingly. In this regard, the CoP is treated as a living document.

2. Contextualisation within Institutional Policies:

- Liverpool Hope University's REF 2029 Code of Practice (CoP) is fully aligned with the University's wider strategic and cultural commitments. It sits within a framework that prioritises equality, diversity and inclusion (EDI), values-led people development, and responsible research assessment. The CoP is both informed by and contributes to the University's Strategic Plan, People Strategy, Research, Scholarship and KE (RS&KE) Strategy, and academic mission.

The CoP reflects the commitments laid out in the [University's People Strategy 2024-2028](#), which aims to build a kind, generous, and people-centred academic community. The Strategy emphasises a culture that is inclusive, collaborative, and supportive of professional growth. REF processes - including the identification of staff with Significant Responsibility for Research (SRR), the determination of research independence (RI), and the selection of outputs - are designed to uphold these values. They aim to ensure that all staff are treated fairly, that diverse contributions are recognised, and that institutional processes are both rigorous and compassionate.

In line with the EDI strand of the [People Strategy](#), the REF CoP is developed and reviewed in consultation with the [Equality, Diversity and Inclusivity Steering Group](#). Equality Impact Assessments are integrated throughout policy

development and review stages to ensure that no group is disadvantaged and that the voices and perspectives of underrepresented staff are taken into account. **EIAs are undertaken once sufficient data is available to enable a meaningful and robust assessment, ensuring that findings are evidence-based and actionable.**

The CoP also aligns with the [University's Strategic Plan 2023–2028](#), particularly its pillars relating to Ethos and Community; [Research, Scholarship and Knowledge Exchange \(RS&KE\)](#), and Partnership. The REF CoP supports the [Strategic Plan's](#) stated aim of creating a hospitable and inclusive academic environment, in which staff are empowered to contribute to knowledge, shape public good, and flourish as researchers.

In its approach to research assessment, Liverpool Hope University is committed to sector-leading principles. It is a signatory to the [San Francisco Declaration on Research Assessment \(DORA\)](#), the [Coalition for Advancing Research Assessment \(CoARA\)](#), and the [National Co-ordinating Centre for Public Engagement \(NCCPE\)](#). These commitments are reflected in REF-related processes, which:

- Reject the use of journal-based metrics in favour of expert peer judgement;
- Encourage the recognition of a wide range of output types, including interdisciplinary, practice-based and collaborative work;
- Support a research culture that values public engagement and knowledge exchange as integral to academic practice.

The CoP thus operates as a clear and practical expression of the University's institutional values and strategic aims. It ensures that REF processes do not operate in isolation but are fully embedded in the broader culture of inclusion, integrity, and excellence that Liverpool Hope University promotes.

Liverpool Hope University's Research, Scholarship and Knowledge Exchange (RS&KE) Strategy articulates a distinctive vision rooted in the University's values and its commitment to the public good. It promotes research and scholarship that is ethical, interdisciplinary, and impactful - advancing knowledge while contributing meaningfully to societal, cultural, and educational development. The strategy supports a collegial research culture that values both academic excellence and civic engagement, encouraging partnerships that connect research with communities, policymakers, and practitioners. It underpins the REF Code of Practice by fostering an environment where inclusive research practices and diverse outputs are actively supported and institutionally embedded. Liverpool Hope University is also a subscriber to the [UK Research Integrity Office \(UKRIO\)](#), reinforcing its commitment to the highest standards of research ethics and integrity.

3. Update on Actions Since REF 2021:

- Liverpool Hope University has taken a structured and developmental approach to addressing issues identified through Equality Impact Assessments (EIAs) from both REF 2014 and REF 2021. The University has progressively adopted more inclusive policies over successive REF cycles, submitting around 56% of eligible staff in REF 2014 and increasing this to approximately 96% in REF 2021. Throughout this period, the University has continuously evaluated the impact of its policies across different staff groups to ensure fairness and transparency.

Building on the findings and reflections from those earlier assessments, the University has taken the following key actions since REF 2021:

- **Refinement of Criteria:** SRR and Research Independence (RI) definitions have been revalidated to ensure they are role-based and equitable. The emphasis remains on contractual expectations rather than individual output history or track record of grant income, reducing the potential for indirect bias. All staff with Significant Responsibility for Research (SRR) are allocated an equal proportion of workload - amounting to one third of their total contracted hours - for Research and Scholarship (R&S), to foster an equitable research environment. Similarly, staff on Teaching and Scholarship (T&S) contracts are allocated dedicated time for Scholarship within their workload to ensure their continued engagement with pedagogic and scholarly development.
- **Support for Early Career and Fixed-Term Staff:** EIAs had indicated lower visibility of fixed-term and early career staff in some research processes. In response, the University has enhanced mentoring opportunities, clarified progression pathways, and improved visibility of institutional support for those at earlier stages of their careers. As part of this commitment, Liverpool Hope University is a member of the British Academy Early Career Researcher Network (ECRN), which provides tailored development opportunities, peer networking, and national engagement for early career researchers. While the Network is coordinated by the British Academy with a focus on the Humanities and Social Sciences, the University encourages participation from across all relevant disciplines where eligible. In parallel, Liverpool Hope also recognises the growing strength of its Science and Engineering disciplines and ensures that early career researchers in these areas are equally supported through structured mentoring, development planning, and full integration into the University's research environment and activities. This approach provides staff across all disciplines with access to national engagement, peer support, and pathways to develop their research careers.
- **Structured Personal Development Planning:** A major post-REF 2021 development is the launch of PROSPER, a formal personal development planning framework for all academic staff (both T&R and T&S). PROSPER supports individuals in setting research, scholarship, and knowledge exchange goals through a five-year rolling personal development plan. The

process includes mentoring, annual reviews, and alignment with institutional priorities - ensuring that all staff, regardless of contract type, are recognised and encouraged in their scholarly development. In addition, PROSPER captures individual training and development requirements to enable staff to achieve their Research and Scholarship aspirations effectively, reinforcing an equitable and supportive research environment.

- **Institutional Mentoring Framework:** This is delivered through the University's PROSPER framework, ensuring consistent engagement with research career development aligned with institutional values. All academic staff are now expected to have an identified mentor by the end of the 2024/25 academic year, with structured support being delivered via the PVC Research Office. This ensures consistent, reflective engagement with career development and knowledge exchange, in line with the University's People Strategy and Strategic Plan 2023–2028.
- **EDI-Integrated Decision Making:** Equality, Diversity and Inclusivity (EDI) are embedded in REF governance through the active involvement of the Equality, Diversity and Inclusivity Steering Group (EDISG), whose representation has been more firmly integrated into REF 2029 planning and oversight processes. EIAs are no longer treated as retrospective exercises but as live, iterative tools that inform the development, implementation, and continuous review of REF-related policies and procedures. EDISG input is sought at each phase to ensure that equity considerations are integrated into decisions around staff identification, output selection, and narrative development - helping to address disadvantage and support inclusive participation across the research environment.
- **Training and Cultural Awareness:** Unconscious bias training, EDI awareness, and REF-specific briefing sessions have been enhanced for members of relevant panels and committees.

These actions reflect a deepening of the University's culture of equity and inclusion in research governance. They also align closely with Liverpool Hope's Research, Scholarship and Knowledge Exchange (RS&KE) Strategy, which promotes inclusive, ethical and impactful academic practice.

Liverpool Hope University is also a subscriber to the UK Research Integrity Office (UKRIO), reinforcing its commitment to the highest standards of research ethics and integrity.

Part 2: Identifying Staff Contracts with Significant Responsibility for Research (SRR)

If all your institution's 'teaching and research' (ACEMPFUN 3) contracts in the HESA staff record already comprehensively identify all staff with significant responsibility for research, simply state this here. **No further elaboration is needed in this section.** [Please see highlighted note/text below.]

All of Liverpool Hope University's 'Teaching and Research' (ACEMPFUN 3) contracts recorded in the HESA staff return comprehensively identify staff with Significant Responsibility for Research (SRR). These contracts include the roles of Postdoctoral Teaching Fellow (PDTF), Lecturer, Senior Lecturer, Principal Lecturer, Associate Professor, and Professor. All of these roles carry contractual expectations for independent research, for which time is explicitly allocated within workload models to enable Research and Scholarship. Staff holding these roles are, therefore, considered to meet both the criteria for SRR and to be Independent Researchers for REF purposes.

Please note: As all of Liverpool Hope University's 'Teaching and Research' (ACEMPFUN 3) contracts recorded in the HESA staff return comprehensively identify staff with Significant Responsibility for Research (SRR), the REF 2029 Code of Practice guidance confirms that no further detail is required under Part 2. However, in the spirit of transparency and to provide context on the University's academic staffing practices, we have chosen to include additional detail. This reflects both our normal institutional processes and the principles of inclusivity, consistency, and continuous reflection embedded in our approach to research leadership and support.

Consultation on Significant Responsibility for Research (SRR): The University's approach to identifying staff with Significant Responsibility for Research (SRR), including the use of Teaching and Research (T&R) contracts as the defining criterion, formed part of the University-wide consultation on the REF 2029 Code of Practice. Feedback was invited from staff through established institutional consultation mechanisms, including engagement with Trade Union representatives, Faculty leadership (including Deans and Associate Deans for Research), and relevant governance bodies, particularly the University Executive Board (UEB).

In addition, the expectations associated with T&R contracts, including responsibility for independent research and scholarship, are embedded within the University's staffing, workload allocation, and promotions frameworks. These criteria have been subject to consultation and approval through the University's normal governance processes, including previous reviews of promotions and academic career pathways. Most recently, the relevant criteria and role expectations were reviewed and updated as part of the University's wider review of academic policies and promotion arrangements. The REF 2029 consultation therefore built upon established institutional expectations that have already been subject to staff engagement and formal institutional scrutiny.

Accordingly, the University considers that the criteria used to identify SRR have been subject to both institution-wide consultation for REF 2029 and wider consultation through the development and review of academic role profiles, workload models, and promotions policies.

The University's approach to identifying staff with Significant Responsibility for Research (SRR), including the use of Teaching and Research (T&R) contracts as the defining criterion, formed part of the University-wide consultation on the REF 2029 Code of Practice and reflects established academic role expectations that have been subject to staff consultation and institutional approval through workload, promotions, and academic staffing frameworks.

1. Policies and Procedures:

All staff with Teaching and Research (T&R) contracts at Liverpool Hope University (ACEMPFUN 3) are considered to have Significant Responsibility for Research (SRR). This is based on the explicit expectations defined in their job roles, which include responsibility for designing and leading research, generating outputs, and contributing to research culture. This includes Postdoctoral Teaching Fellows, Lecturers, Senior Lecturers, Principal Lecturers, Associate Professors, and Professors.

The criteria are grounded in contractual responsibilities rather than past performance or output volume. Job descriptions, workload allocations, and role expectations confirm that these staff are expected to undertake independent research.

Where T&R staff are on fractional contracts, the standard one-third allocation for Research and Scholarship (R&S) is applied on a pro-rata basis, ensuring equity of opportunity.

The identification process is reviewed annually by the PVC Research Office in consultation with HR, and the information is validated as part of the HESA Staff Return process. The same approach applies consistently across all Units of Assessment. There are no alternative processes in use.

This process is summarised in Figure 1 (Appendix), which illustrates how T&R contracts are used to confirm SRR in line with institutional policy.

The branch marked "No" in Figure 1 accounts for the rare cases where T&R contracts fall below the REF volume threshold (e.g. under 0.2 FTE contract for less than 12 months) or where the individual is not currently research-active. This ensures that SRR is not assumed solely by contract type without reference to minimum eligibility and research expectations.

2. Staff, Committees, and Training:

The identification of staff with SRR is overseen by the REF Steering Group, with administrative and data support provided by the PVC Research Office and HR Department. Final oversight rests with the PVC Research.

The REF Steering Group (REFSG), chaired by the Pro Vice-Chancellor (Research), provides strategic oversight of the University's REF preparations and implementation of the Code of Practice. Membership includes Unit of Assessment (UoA) Coordinators representing all 15 UoAs across the University's Faculties and Schools, four Associate Deans for Research (ADRs), the Skills Coordinator, Open Access and Library representation, HR Equality, Diversity and Inclusion representation, and the Research Facilitator. The PVC Research Office and Research Administration Officer provide operational coordination and administrative support.

REFSG members collectively contribute disciplinary expertise, REF operational knowledge, EDI oversight, and institutional research governance experience. UoA Coordinators and ADRs are full members of the REFSG and contribute directly to decision-making relating to REF preparations, including staff identification, output review, and UoA planning.

The Equality, Diversity and Inclusivity Steering Group (EDISG) reviews Equality Impact Assessments (EIAs) and advises REFSG on equality-related considerations throughout the REF preparation process.

The Research and Innovation Committee provides institutional academic oversight of REF-related policy development and formally approves the Code of Practice through the Senate committee structure.

Heads of School and Faculty Executive Deans provide contextual and disciplinary input where required, particularly in relation to workload allocation, contract expectations, and research alignment.

Trade Union representatives were fully consulted as part of the University-wide consultation process on the development of the Code of Practice.

All individuals involved in the identification process, including HR staff and academic leads, receive training covering:

- REF policy on SRR;
- Equality, Diversity and Inclusion;
- Use of the HESA Staff Record.

Training is refreshed annually and updated in line with any changes to REF guidance.

3. Appeals:

Although all T&R staff are automatically considered to have SRR, staff may seek clarification on their classification by contacting HR or the PVC Research Office. In rare cases where further discussion is needed, the matter can be reviewed in consultation with the relevant Head of School and Faculty Executive Dean.

If a formal appeal is necessary, staff may use the University's standard Conflict Resolution Policy, and Appeals Procedure, which ensures impartiality and transparency. Information is available via the My-Hope intranet.

4. Equality Impact Assessment (EIA):

Equality Impact Assessments are conducted to monitor and evaluate the operation of SRR policy, even though all T&R contracts are included by default.

The EIA process examines the composition of staff on T&R contracts by protected characteristics, including gender, ethnicity, disability, and age. It assesses whether systemic issues may influence access to T&R roles - for example, via recruitment, workload allocation, or promotion criteria. Findings are reviewed by the Equality, Diversity and Inclusivity Steering Group and used to inform any necessary interventions, such as policy adjustments, enhanced support mechanisms, or training.

Part 3: Determining Research Independence

(Required for all participating institutions)

1. Policies and Procedures:

- **Criteria and Evidence:** Liverpool Hope University operates primarily with 'Teaching and Research' (T&R) and Teaching and Scholarship (T&S) contracts and does not routinely employ academic staff on 'Research-only' (ACEMPFUN 2) contracts. In exceptional cases, externally funded research posts such as Postdoctoral Research Fellows (PDRFs) may be appointed, typically for fixed-term projects. For example, some years ago the University appointed a PDRF funded by an Everton in the Community grant. In line with the process outlined here, the PDRF role was structured under the supervision of academic staff and, as such, the colleague was not considered to have Research Independence for REF 2021. These posts remain supervised research roles and therefore do not meet the REF definition of Research Independence.

At the time of writing this CoP document, the University has no staff on ACEMPFUN 2 contracts. If such appointments are made during the REF 2029 assessment period, the University will apply clear criteria aligned with the REF guidance to determine whether an individual is an independent researcher. These criteria include:

- Holding a competitively awarded externally funded fellowship with terms that specify autonomy over research design and direction;
- Acting as a Principal Investigator or Co-Investigator on a substantial externally funded research project;
- Leading a defined research theme, group, or centre;
- Having sole or lead authorship of outputs indicating intellectual leadership;
- Supervising doctoral researchers in a principal capacity;
- Being explicitly allocated workload time to undertake independent research (as opposed to research conducted under supervision or as part of another academic's project).

Evidence to support a determination of independence may include grant documentation, project leadership roles, doctoral supervision records, authorship patterns demonstrating intellectual leadership, allocation of time for independent research in the workload model, and formal expectations set out in the letter of appointment or role descriptor.

Guest faculty and hourly paid staff employed on a fixed-term basis to meet specific teaching requirements (including GTAs and Demonstrators enrolled for a PGR degree) are not considered to have Significant Responsibility for Research and are not classified as Independent Researchers, as their roles do not carry an institutional expectation of independent research and they typically work under the academic supervision of permanent staff. However, where possible, such colleagues may be supported with time, guidance, and

opportunities to engage in research, research events such as seminars and conferences, as part of their personal development and to enhance their employability prospects within higher education.

- **Decision-Making and Communication:** Responsibility for identifying Independent Researchers lies with the REF Research Independence Panel, a sub-group reporting to the REF Steering Group. Membership of the REF Research Independence Panel includes representatives drawn from the REF Steering Group, the Research and Innovation Committee, the PVC Research Office, and the HR Department. The panel may also consult Faculty Executive Deans and PVC Academic, Associate Deans for Research, and Heads of School where disciplinary, contractual, or workload clarification is required. Heads of School and Faculty Executive Deans are also involved in the assessment and verification process, particularly in relation to role expectations, contract type, and workload allocations. This structure ensures that determinations are evidence-based, transparent, and aligned with institutional policies and REF criteria.

The PVC Research Office, in collaboration with the HR Department, maintains the staff list relevant for REF purposes and oversees updates to the HESA Staff Record. Where applicable, they identify staff on research-only contracts and gather supporting documentation such as job descriptions, research activity summaries, and workload models. These are reviewed against the University's REF research independence criteria. Where there is uncertainty, additional clarification is sought from Heads of School and line managers.

Decisions are communicated in writing to the individuals concerned. Staff are given the opportunity to request clarification and, where appropriate, appeal through the University's established Appeals process. If any updates are required following appeal or clarification, the HESA Staff Record is amended accordingly.

This approach ensures that, in the rare event a research-only contract is in place, the determination of research independence is institutionally consistent, evidence-based, and fully aligned with national REF expectations.

The University's process for determining research independence is summarised in Figure 2 (Appendix), including the criteria and decision-making steps aligned with REF 2029 guidance.

2. Staff, Committees, and Training:

- *If this section is the same as Part 2, please just refer to the earlier text.*

The roles, structures, and training described in Part 2 also apply to the determination of research independence, with additional clarification provided below.

- **Roles and Responsibilities:** The REF Research Independence Panel, a sub-group of the REF Steering Group, has formal responsibility for making decisions regarding research independence. This panel draws its membership from the

Research and Innovation Committee, the REF Steering Group, and includes a representative from the HR Department. The panel makes determinations based on evidence provided by the PVC Research Office, HR, and relevant academic leads.

Heads of School and Faculty Executive Deans are consulted to confirm job role expectations and to provide local context, particularly where research autonomy or workload allocations may require interpretation. Their input is advisory, while the final decision-making authority rests with the REF Research Independence Panel.

The PVC Research Office coordinates the administration of this process, ensuring consistency in evidence collection and reporting. The HR Department ensures that decisions are correctly reflected in the HESA Staff Record.

- **Training:** All individuals involved in the determination of research independence - including panel members, Faculty Deans, and Heads of School - receive targeted training on:
 - The REF definition of research independence;
 - Evidence types and criteria used for assessment;
 - Equality, diversity and inclusion, including unconscious bias;
 - Consistency and transparency in decision-making.

Training is delivered through workshops led by the PVC Research Office, supported by HR and EDI colleagues. Refresher sessions are held prior to each HESA return cycle or when policy updates require it.

3. Appeals:

Staff who wish to appeal a decision regarding their research independence status may do so through the University's standard Appeals procedure. This ensures consistency, fairness, and alignment with existing governance and HR practices.

Appeals must be submitted in writing within 20 working days of the original decision being communicated. The submission should clearly set out the grounds for the appeal and include any supporting evidence, such as workload allocations, authorship contributions, or supervision responsibilities.

Appeals will be considered by an independent panel convened in line with the University's HR policies. This panel will not include members of the original decision-making group and may include representatives from HR, academic leadership, and the Equality, Diversity and Inclusivity Steering Group.

Outcomes will be communicated in writing, and where appeals are upheld, appropriate adjustments will be made to the HESA Staff Record in coordination with the PVC Research Office and HR. Further information on the University Appeals process is available via the My-Hope intranet, and staff may seek

confidential advice from the PVC Research Office (PVC.Research@hope.ac.uk) or the HR Department (hr@hope.ac.uk) before submitting an appeal.

4. Equality Impact Assessment (EIA):

- **EIA Integration:** Equality Impact Assessments (EIAs) are fully integrated into the development and implementation of policies related to research independence at Liverpool Hope University. These assessments are a critical component of the University's wider equality, diversity and inclusion (EDI) strategy, and align with its obligations under the Public Sector Equality Duty.

During REF 2021, EIAs were conducted at multiple stages to review policies on research independence and Significant Responsibility for Research (SRR). Data analysis at that time found that the inclusive use of Teaching & Research (T&R) contracts (just over 96% submission) limited adverse differential impacts. Nonetheless, the EIA process identified areas for ongoing vigilance, particularly regarding fixed-term staff, early career researchers, and staff with protected characteristics. The EIA also prompted a more transparent communication process and helped embed clearer definitions of research independence.

For REF 2029, the University has further strengthened its EIA procedures. EIAs are conducted at key decision points and are used to inform the drafting, consultation, and implementation of the Code of Practice. Specifically in relation to research independence, the University examines data disaggregated by protected characteristics (including sex, race, age, and disability status) to assess whether decisions about contract status or eligibility criteria have differential impacts.

EIA findings are reviewed by the Equality, Diversity and Inclusivity Steering Group and inform actions such as:

- Reaffirming contract-based definitions of independence;
- Clarifying evidence requirements to minimise ambiguity or bias;
- Strengthening the role of line managers and Deans in verifying research expectations across roles;
- Embedding support frameworks such as PROSPER and structured mentoring, with consistent monitoring of uptake across staff demographics.

These measures aim to ensure that decisions about research independence are fair, inclusive, and based solely on academic role expectations. Where the University identifies disparities or risks of indirect discrimination, policy revisions or mitigation steps are implemented and monitored through the REF Steering Group.

Summary outcomes of each EIA cycle will be documented and published in the CoP Appendices, with care taken to protect individual anonymity. This iterative and consultative approach ensures that EIA remains a live and practical tool for advancing equality in REF processes.

Part 4: Allocating Contracts to UoAs

(Required for all participating institutions)

1. Policies and Procedures:

- **Criteria and Evidence:** Clearly outline criteria and evidence used to allocate contracts to UoAs

Liverpool Hope University allocates academic contracts to Units of Assessment (UoAs) based on a combination of:

- The individual's primary discipline, as reflected in teaching, research, and scholarship responsibilities.
- Their research trajectory and focus, including publication history, grant activity, and supervisory experience.
- Their School or Departmental affiliation, with consideration for cross-disciplinary roles.
- Engagement in REF-specific preparation activities (e.g. internal peer review, external feedback, contribution to PCE narrative or Impact Case Studies within specific UoAs).

Where individuals have interdisciplinary research or work across multiple thematic areas/UoA, the University will consult with the staff member and relevant Heads of School/Faculty Dean/Associate Dean for Research to determine the most appropriate UoA for allocation, based on the fit of their research with the REF panel descriptors.

Staff will be informed of their UoA allocation and invited to discuss or clarify if required. A final allocation is then recorded for the purposes of managing outputs, case studies, and environment submissions.

- **Decision-Making and Communication:** Describe the process, roles, and timelines.

The REF Steering Group (REFSG) has oversight of UoA allocations. The initial identification is undertaken by the PVC Research Office in consultation with Heads of School and Faculty Deans, and informed by Symplectic Elements records, line manager input, and disciplinary expertise.

Final allocations are confirmed annually, in advance of REF planning cycles (e.g. output review, impact case development). Individuals may request clarification or raise questions via the REFSG's named contact (i.e. UoA Coordinator) or through the standard REF appeals process.

2. Staff, Committees, and Training:

- *If this section is the same as Part 2, please just refer to the earlier text.*
- **Roles and Responsibilities:** Define roles and responsibilities of individuals and committees, distinguishing between advisory and decision-making roles.

This is outlined in Part 2 – briefly repeated here for ease of reference:

- PVC Research Office: Coordinates the contract-to-UoA mapping process and maintains records.
- Heads of School/Deans/Associate Deans: Provide contextual knowledge about academic staff roles and research alignment.
- REF Steering Group (REFSG): Approves UoA allocations and ensures consistency across units.
- Academic Staff: Are consulted and informed of their UoA allocation and have the opportunity to request clarification.

- **Training:** Detail training provided.

Staff involved in UoA allocation decisions (including REFSG members and REF admin leads) will receive training on:

- Interdisciplinary research and UoA mapping principles.
- Use of REF panel descriptors and mapping guidance.
- EDI considerations in UoA assignment.

Training will be provided through workshops and briefings led by the PVC Research Office, with materials archived on MyHope for reference.

3. Equality Impact Assessment (EIA):

EIA Integration: Demonstrate how EIA informed allocation of contracts to UoAs and policy/procedure development. Provide information on data, findings, and actions taken.

- An EIA will be conducted on the process of allocating contracts to UoAs to ensure it does not disadvantage any staff group. The EIA will examine:
 - Distribution of staff across UoAs by protected characteristics.
 - The experience of interdisciplinary or atypical research staff.
 - Whether any structural imbalances are present across UoAs in terms of gender, ethnicity, contract type, or seniority.

Findings from the EIA will be reviewed by the Equality, Diversity and Inclusivity Steering Group, with any necessary actions reported to REFSG and the University Research Committee.

Part 5: Selecting outputs

1. Policies and Procedures:

- **Identifying substantive link to outputs:** For REF 2029, outputs must have a substantive link to the submitting institution. At Liverpool Hope University, this is established either through eligible employment at the point the research was conducted or at the time the output was first made publicly available. The PVC Research Office, in consultation with HR, confirms employment relationships using contract data, workload allocations, and research records. Outputs without a demonstrable link, including those produced prior to employment or after departure without substantial research activity at Hope, will not be submitted.
- **Selecting outputs where the substantive link is via former staff:** Where outputs are linked to former staff, the University distinguishes between cases of:

Compulsory redundancy: Outputs from staff made compulsorily redundant will not be eligible for submission if the link to the institution ended before the output became public.

Voluntary severance, retirement, fixed-term (with SRR and RI) expiry: Outputs from staff leaving through these routes may be submitted if the research occurred during their time at Hope and aligns with REF guidance.

This approach reflects the University's long-standing values of dignity and fairness, as was noted and reflected in its 2021 REF CoP as well.
- **Assigning outputs to UoA/s:** Outputs will be allocated to Units of Assessment (UoAs) based on disciplinary alignment, with oversight from UoA Leads and the REF Steering Group. Where research is interdisciplinary or cuts across traditional subject boundaries, dual review and shared attribution across UoAs will be supported. This process will be guided by the REF CKU framework and local expertise.
- **Procedures for supporting diversity of outputs:** The University actively supports a wide range of research outputs - including monographs, creative practice, digital artefacts, pedagogic research, and non-English language outputs - in line with its inclusive research ethos and commitment to disciplinary diversity. All types of eligible outputs are considered equally, and guidance has been developed to help staff identify and document alternative or non-traditional forms of scholarship. Training sessions, exemplars, and tailored support are made available through the PVC Research Office. Where appropriate, external advisors are also briefed on the diversity of output types submitted. This approach aligns with the University's commitment to responsible research assessment, as a signatory to DORA and CoARA (see note below), and ensures that scholarly contributions across a full range of disciplines and forms are equally valued.

- **Non-English language outputs:** In line with REF 2029 guidance, Liverpool Hope University recognises that research outputs may be published or presented in languages other than English, including outputs in Welsh and British Sign Language (BSL). Such outputs will not be treated less favourably than outputs in English and will be assessed in accordance with REF guidance and the legal status of these languages. All eligible outputs, regardless of language or format, will be considered equally within the selection process. Where appropriate, the University will notify REF panels of such outputs during the Intention to Submit process, as required. Previous submissions have included outputs in languages such as Tamil, and staff will be invited to identify outputs submitted in Welsh, British Sign Language, or other languages with legally protected status at an early stage of the University's REF preparation process, enabling appropriate review and assessment arrangements to be put in place..
- **Procedures for Assessment of Non-English language outputs, Welsh and British Sign Language Outputs:** In accordance with REF 2029 guidance, Liverpool Hope University will ensure that outputs submitted in Non-English language, Welsh or British Sign Language (BSL) are considered on an equitable basis with outputs submitted in English. Where such outputs are identified, the University will notify the relevant REF sub-panel during the Intention to Submit process, in accordance with REF guidance, to enable appropriate assessment arrangements to be made. Internal and external reviewers involved in the University's output assessment process will be selected, where appropriate, to ensure the necessary linguistic or subject expertise is available, or alternative expert advice will be sought where this is not available within the University. Decisions relating to these outputs will continue to be based solely on academic quality and contribution to knowledge, applying the same assessment criteria and processes as for all other outputs, and will be monitored through the University's Equality Impact Assessment (EIA) procedures to ensure equitable treatment throughout the REF process.
- **Procedures for ensuring submissions are representative of the research undertaken within the submitting unit during the REF period:** Submissions must reflect the unit's research strategy and activity during the REF period. To achieve this:
 - Final selection of outputs will be based on a triangulated assessment process that combines multiple sources of evidence to ensure fairness, quality, and alignment with REF objectives. A structured self-assessment process has been introduced, allowing all academic colleagues to score and comment on their outputs, indicating perceived strengths and areas of contribution. These self-assessments are considered alongside scoring and qualitative feedback from External Advisors, who assess outputs independently against REF 2029 criteria and also provide ongoing developmental feedback to Units of Assessment to help enhance output quality over time. A dedicated Output Review Group (formerly referred to as the Internal Peer Review Panel), composed of experienced academic

staff with appropriate disciplinary expertise, composed of experienced researchers drawn from across broad disciplinary areas and ADRs, reviews the self- and external assessments. This triangulated process enables Output Review Groups to determine the suitability of each output for submission, with the aim of ensuring the portfolio is representative, strategically balanced, and well-positioned to maximise scores. The process is fully documented, and feedback is provided to all contributors.

- Final selections are confirmed by the REF Steering Group, ensuring representation across disciplines, methodologies, career stages, and types of collaboration.

This process builds on the University's REF 2021 commitment to openness and has been strengthened by feedback from staff and EDI consultation. Feedback on output assessments, including self-assessment and external advisor review, will be communicated via the relevant UoA Coordinator to ensure transparency and staff development.

The triangulated process for output selection - incorporating self-assessment, external feedback, and peer review - is illustrated in Figure 3 (Appendix).

- **Policies and procedures and responsible research assessment practice:** Liverpool Hope University is a signatory to DORA and CoARA and integrates these commitments by:
 - Avoiding the use of journal-level metrics;
 - **Recognising a broad range of contributions (e.g. practice-based, interdisciplinary, co-authored):** The University's Research, Scholarship and Knowledge Exchange (RS&KE) Strategy values and encourages interdisciplinary research as a core part of its academic culture. This commitment is reflected in the support for diverse forms of research outputs and collaborative scholarship across disciplines, ensuring that all contributions - regardless of form or authorship model - are recognised and fairly assessed.
 - Ensuring all decisions are based on expert judgement and in the context of the unit's research plan.

2. Staff, Committees, and Training:

- *This section follows the arrangements described in Parts 2 and 3.*
- **Roles and Responsibilities:** The REF Steering Group is responsible for overseeing the output selection process, supported by UoA Coordinators/Leads and Output Review Groups at subject level. Academic colleagues are encouraged to participate through self-assessment and workshops.

Output Review Groups operate at Unit of Assessment/Discipline level and provide disciplinary peer-review and advisory recommendations regarding output quality, fit, and readiness for submission. Membership includes

experienced researchers drawn from relevant or cognate disciplinary areas and may include ADRs, UoA Coordinators, and other senior academic colleagues with appropriate expertise. Final oversight of output selection rests with the REF Steering Group, chaired by the PVC Research.

- **Associate Deans for Research, Scholarship and Knowledge Exchange (ADRs)** are ex officio members of the REF Steering Group and play a critical role in supporting Unit of Assessment-level decision-making. Internal peer review panels, referred to as Output Review Groups, will consist of experienced academic colleagues drawn from relevant and cognate disciplines. These may include ADRs, UoA Coordinators, and senior researchers with the appropriate subject expertise.
- **Training:** Training for all staff involved in output selection includes:
 - Understanding REF 2029 CKU criteria; PCE; and E&I criteria;
 - EDI principles and unconscious bias;
 - Responsible research assessment (including DORA and CoARA).

Training is coordinated by the PVC Research Office with support from HR and EDI leads. These sessions are open to all academic staff.

3. Equality Impact Assessment (EIA):

- **EIA Integration:** EIAs are conducted at each stage of the output selection process. Disaggregated data is reviewed by the Equality, Diversity and Inclusivity Steering Group (EDISG), with oversight from the REF Steering Group (REFSG). Particular attention is given to the distribution of selected outputs by:
 - Protected characteristics (e.g. gender, ethnicity, disability);
 - Career stage (e.g. Early Career Researchers (ECRs), staff on fractional contracts);
 - Output type (e.g. non-traditional outputs, co-authored works) and disciplinary spread.

This approach is aligned with good practice outlined in the REF 2021 guidance document, "Codes of Practice in REF 2021: Summary of Approved Codes of Practice" (REF2021/04) [available at: <https://2021.ref.ac.uk/media/1618/codes-of-practice-in-ref2021.pdf>], which highlights the importance of iterative review, transparency, and contextual consideration. At Liverpool Hope University, EIA findings are used to make real-time adjustments during the RFE preparation process. For example, this may include reviewing overlooked output types, ensuring subject area balance, or re-evaluating outputs from underrepresented staff groups. The process is iterative, informed by quantitative data and qualitative insight, and guided by institutional commitments to equity and inclusive research cultures. **Final EIA outcomes will be summarised in the CoP appendix and submitted as part of the institution's REF 2029 EIA documentation.**

EDI analysis to be completed when enough meaningful data and information on data, findings, and actions taken are available: To be completed.

Part 6: Appendices – include List of Appendices including 3 Figures [Figure 1: Identifying SRR; Figure 2: Determining Research Independence; Figure 3: Selecting Outputs]

1. Equality Impact Assessment

Consider including the following when EDI data is available at various stages:

- Summary reports of Equality Impact Assessments conducted at each key decision point:
- Identification of staff with Significant Responsibility for Research (SRR)
- Determination of Research Independence
- EIA on Consultation etc?

Selection of Outputs

For each EIA, summarise:

- The methodology used (e.g. data sources, protected characteristics considered)
- Key findings (e.g. differential impact on specific groups)
- Actions taken as a result (e.g. policy clarification, additional training, support mechanisms)
- Anonymised data tables or visuals showing distribution by gender, ethnicity, contract type, and career stage if appropriate
- Statement on how EIAs will continue to be monitored, revised, and reported through REF 2029

If space is limited or publication raises privacy concerns, can include summaries and note that full data are held by the EDI Steering Group and available on request.

Initial Equality, Diversity and Inclusion (EDI) Analysis for REF 2029

Liverpool Hope University – 30th January 2026

This document provides a summary of the initial EDI analysis conducted as part of the development of Liverpool Hope University's REF 2029 Code of Practice (CoP). This analysis is based on currently available staff data and is intended to inform the early planning and monitoring of inclusive research processes. Further and more detailed EIA exercises will be undertaken at subsequent stages of REF preparation - including output selection, impact case study development, and final submission planning - when richer and more granular data is available.

1a. Overview of Current REF-Eligible Population by Contract Type and Protected Characteristics

Data have been drawn from staff with Teaching and Research (T&R) and Teaching and Scholarship (T&S) contracts. Liverpool Hope University does not employ research-only (ACEMPFUN 2) staff, and all REF-eligible roles are captured via T&R contracts.

a. Disability

- Among staff on **T&R contracts**, 92.3% declared **no disability**, with 6.3% declaring a **disability**.
- Among **T&S staff**, a similar distribution is observed: 91.7% with **no disability**, and 7.4% declaring a **disability**.
- Across all REF-eligible contracts combined, approximately **92%** of staff declared **no disability**, with **6.3%** declaring a **disability**.

Commentary: The proportion of staff declaring a disability appears broadly consistent across contract types. Further monitoring is needed to ensure inclusion during output selection and mentorship processes.

b. Ethnicity

- For **T&R staff**, 67% identify as **White**, and 28.5% identify as **Ethnic Minority** (including Asian, Black, and Mixed backgrounds).
- **T&S staff** show a slightly higher representation of ethnic minority staff (32.2%).
- Combined across contracts: approximately **30%** of REF-eligible staff identify as **Ethnic Minority**.

Commentary: Ethnic diversity is a strength of the University's academic staff. Ensuring equitable support and representation through REF processes is a priority.

c. Sex

- Female representation is **44.2%** among **T&R staff** and **61.2%** among **T&S staff**.
- Overall, **51.7%** of all REF-eligible staff are **female** and **48.3%** are **male**.

Commentary: Gender balance across REF-eligible contracts is healthy. Monitoring will continue, especially during output selection stages.

1b. Distribution Across Units of Assessment (UoAs)

Data shows that REF-eligible staff are unevenly distributed across UoAs. The largest units are:

- **Education:** 28 staff (13.7% of total)
- **Theology and Religious Studies:** 27 staff (13.2%)
- **English Language and Literature:** 25 staff (12.2%)
- **History:** 24 staff (11.7%)
- **Music, Drama, Dance, Performing Arts, Film, and Screen Studies:** 22 staff (10.7%)

Smaller UoAs such as Computer Science, Psychology, and Business each have 1–5 staff.

Commentary: This spread reflects the University's disciplinary strengths in the humanities and social sciences, with a growing presence in applied and STEM-related fields. Additional measures may be needed to support early-career staff and output representation in smaller UoAs.

1c. Age Profile

- The majority of REF-eligible staff fall in the **35–54** age range.

- There is representation across all age groups, including staff **under 35** (approx. 14%) and **over 55** (approx. 19%).

Commentary: The presence of both early-career and more experienced staff highlights the importance of differentiated mentoring and development support, which will be addressed through the PROSPER framework.

1d. Initial Conclusions and Next Steps

This initial EDI analysis suggests a broadly inclusive staff profile across protected characteristics and contract types. However, a number of actions and monitoring points have been identified:

- **Further EIAs will be undertaken at key points**, including output selection, impact case study selection, and narrative authorship, when more granular data is available.
- **Live EIA monitoring** will be integrated into the REF process through the Equality, Diversity and Inclusivity Steering Group (EDISG).
- **Mentoring and workload support** mechanisms (e.g. PROSPER, scholarship time allocation) will be monitored to ensure equity of opportunity.
- Data from **smaller UoAs** and fractional staff will be reviewed regularly to ensure visibility and fair treatment.

A detailed dataset and full consultation log are available on request. This summary reflects the initial stage of EDI engagement in the University's REF 2029 planning. Graphs and diagrams will be included where appropriate.

2. Referenced material in the CoP

List key documents and policies referenced throughout the Code of Practice (CoP). At a minimum, include - Internal institutional documents:

- [Liverpool Hope University Equality, Diversity and Inclusion Strategy 2023–2028](#)
- [People Strategy 2024–2028](#)
- [Research, Scholarship and Knowledge Exchange \(RSKE\) Strategy](#)
- [Strategic Plan 2023–2028](#)
- [PROSPER Framework \(Personal Development and Mentoring\)](#)
- Internal Responsible Research Assessment Statement (the University is a signatory to DORA and CoARA – [see declaration statements here](#)).

REF and national policy documents or links to these:

- [REF 2029: Guidance on Codes of Practice \(June 2025\)](#)
- [REF 2029: Volume Measure and Staff Circumstances Guidance](#)
- [REF 2029: Contributions to Knowledge and Understanding Guidance \(CKU\)](#)
- REF 2029: People, Culture and Environment Guidance (TBC)
- [DORA](#), [CoARA](#), and [NCCPE signatory](#) (links)

Definitions – Research, Scholarship, Knowledge Exchange, and Impact

Research: Research leads to the advancement of knowledge. Hope adopts the REF definition of research, as '*a process of investigation leading to new insights, effectively shared.*' This reflects an emphasis towards making research publicly available, unless undertaken confidentially.

[Research] includes work of direct relevance to the needs of commerce, industry, and to the public and voluntary sectors; scholarship; the invention and generation of ideas, images, performances, artefacts including design, where these lead to new or substantially improved insights; and the use of existing knowledge in experimental development to produce new or substantially improved materials, devices, products and processes, including design and construction. It includes research that is published, disseminated or made publicly available in the form of assessable research outputs, and confidential reports. It excludes routine testing and routine analysis of materials, components and processes such as for the maintenance of national standards, as distinct from the development of new analytical techniques. It also excludes the development of teaching materials that do not embody original research.

Hope adopts these principles, and includes activities such as the below in its definition of research:

- The writing of books /monographs where the material meets the definitions outlined above
- Contributing to books/monograph/edited volume where the material meets the definitions outlined above
- The writing of articles in peer-reviewed journals
- The presentation of papers at academic conferences (funded from research funds)
- The preparation of research reports
- The development of new software where this leads to new or substantially improved insights
- The invention and generation of ideas, images, performances and artefacts where these lead to new or substantially improved insights
- Research leadership; for example, membership of editorial boards, the convening of colloquia and the editing of the subsequent research output
- Participation in external research networks
- The award of funds from research organisations such as the British Academy, the Leverhulme Trust, the ESRC, the AHRC, EPSRC, and others of similar standing relevant to the subject area, where rigorous peer-review has been independently applied nationally or internationally

- Evidence of peer-esteem; for example, the invitation to give research-level lectures, keynote addresses at conferences or editorship of REF-level research outputs
- Evidence of research impact as measured by such things as journal impact factor and relevant subject-specific citations indexes
- Acting as a peer reviewer for national and international journals.

Scholarship: For the purposes of this document, 'scholarship' is defined as the process whereby the person involved is actively engaged in the discipline and is keeping up-to-date with developments in his or her subject. It is the systematic and active interrogation, integration, application and dissemination of things already known. Hence the simple accumulation of new facts (new to the scholar that is, but not to the discipline) is a relatively basic-level activity that may be classed as information gathering. Scholarship here defined is the interrogation of that material, its integration into the wider academic consciousness of the individual concerned and the subsequent application and dissemination of that material, in its integrated form, through teaching and other scholarly activity. Scholarship naturally includes a host of activities that are engaged in by any person working in a university, such as the reading of up-to-date books and articles in the area, attendance at conferences and colloquia, and the revision of teaching materials in line with developments in the discipline. Evidence of such activity might include:

- The writing of book reviews for academic journals
- Attendance at external conferences and colloquia (though such is not funded from research funds but from staff development and/or non-research funds held within the Faculty)
- Participation in reading and discussion groups
- In particular, engaging in reading and other scholarly activity that relates directly to courses taught. This preparation and intellectual activity will subsequently be reflected in the updating of course proformas that take into account recent developments in the subject
- Participation in one of Liverpool Hope's research groups (though not necessarily delivering a paper)
- The organising of a scholarly conference or colloquium (even where the person concerned is not delivering a paper or editing the research output)
- Participation in one of Liverpool Hope's research seminar series (though not necessarily delivering a paper)
- Contributions to textbooks in the subject area
- Surveys/overviews of material that do not constitute original research; for example, most types of dictionary articles, review articles, and some types of databases

- In some practice-based subjects (e.g. the performing arts) active participation in relevant subject-related performance-based activities, for example recitals, drama productions and exhibitions.
- Studying towards a doctoral degree qualification
- Acting as an external examiner for Doctoral (e.g. PhD) Theses
- Acting as an evaluator of applications for funding research projects and fellowships
- Acting as a consultant for external research projects.

NB: In the interests of transparency and fairness to all, note that a paper delivered in-house at Hope, even if published in an in-house journal, would not normally count under research, due to lack of external peer-review and dissemination.

Impact: Impact is the broader effects of research within the public domain. The REF definition is "*an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia.*"

- Impact includes, but is not limited to, an effect on, change or benefit:
 - to the activity, attitude, awareness, behaviour, capacity, opportunity, performance, policy, practice, process or understanding
 - of an audience, beneficiary, community, constituency, organisation or individuals
 - in any geographic location whether locally, regionally, nationally or internationally.
- Impact also includes negative effects such as the reduction or prevention of harm, risk, or cost.

Knowledge Transfer and Exchange (KTP): The UK Research Councils' definition of knowledge transfer is 'knowledge transfer encompasses the system and processes by which knowledge, expertise and skilled people transfer between the research environment (universities, centres and institutes) and its user communities in the private, public and other sectors.' Knowledge exchange is defined by HEFCE as:

- HEIs' engagement with businesses, public and third sector services, the community and wider public. It includes the transferring or exchanging of knowledge with the aim of delivering external impact, such as improving products, services and profitability. This is linked with research and teaching, and includes consultancy and advisory work, the creation of intellectual property, the development of academic and student entrepreneurship, and a variety of other activities.
- The term 'knowledge exchange' is preferred in this document as greater emphasis is placed on the process as two-way.
- Public Engagement: The UKRI Concordat for Engaging the Public with Research describes public engagement as a diversity of activities including:
 - Participating in festivals

- Working with museums/galleries/science centres and other cultural venues
- Creating opportunities for the public to inform the research questions being tackled
- Researchers and public working together to inform policy
- Presenting to the public (e.g. public lectures or talks)
- Involving the public as researchers (e.g. web-based experiments)
- Engaging with young people to inspire them about research (e.g. workshops in schools)
- Contributing to new media enabled discussion forums.'

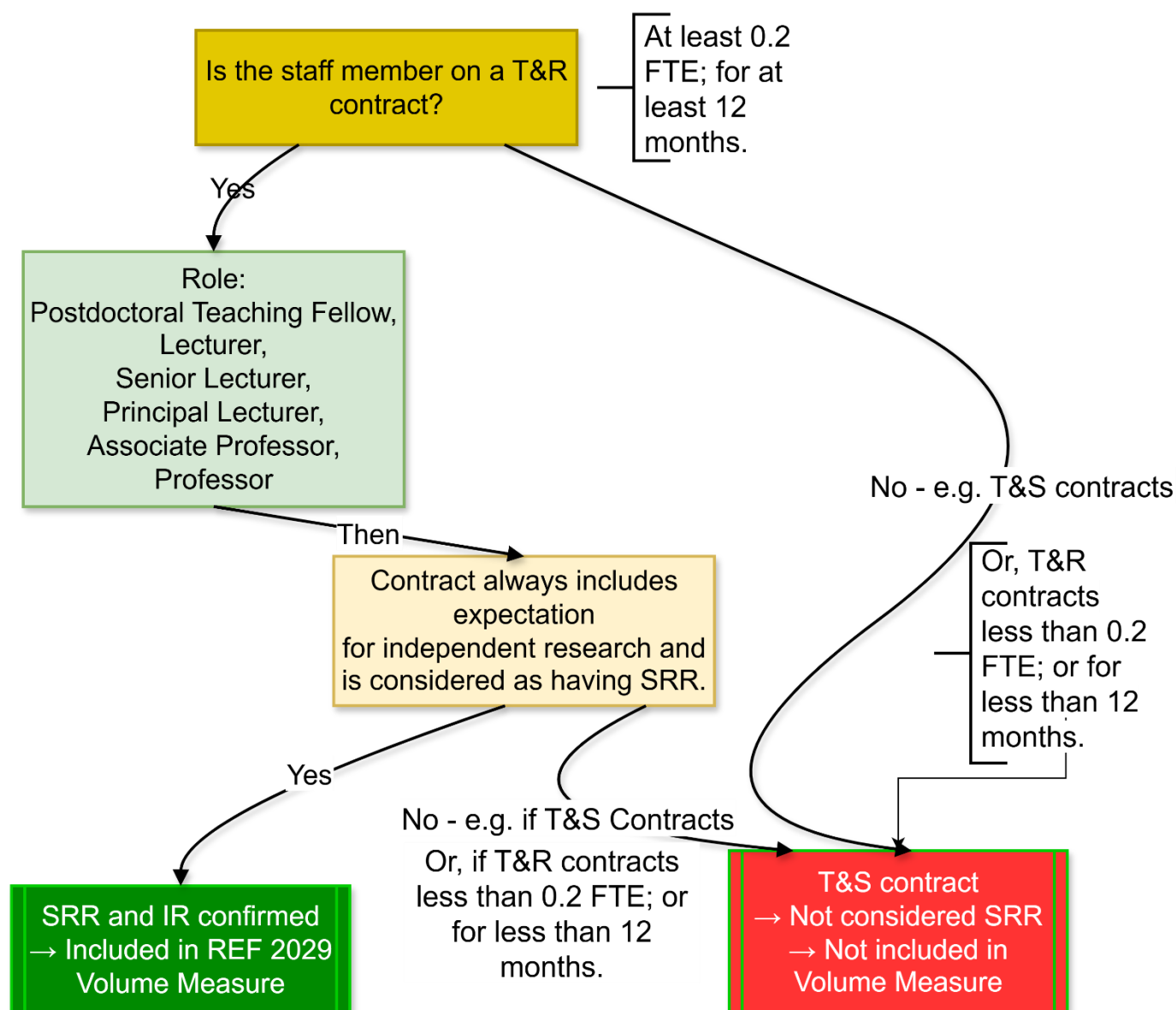


Figure 1: Identifying Staff Contracts with Significant Responsibility for Research (SRR) – all T&R contracts have SRR.

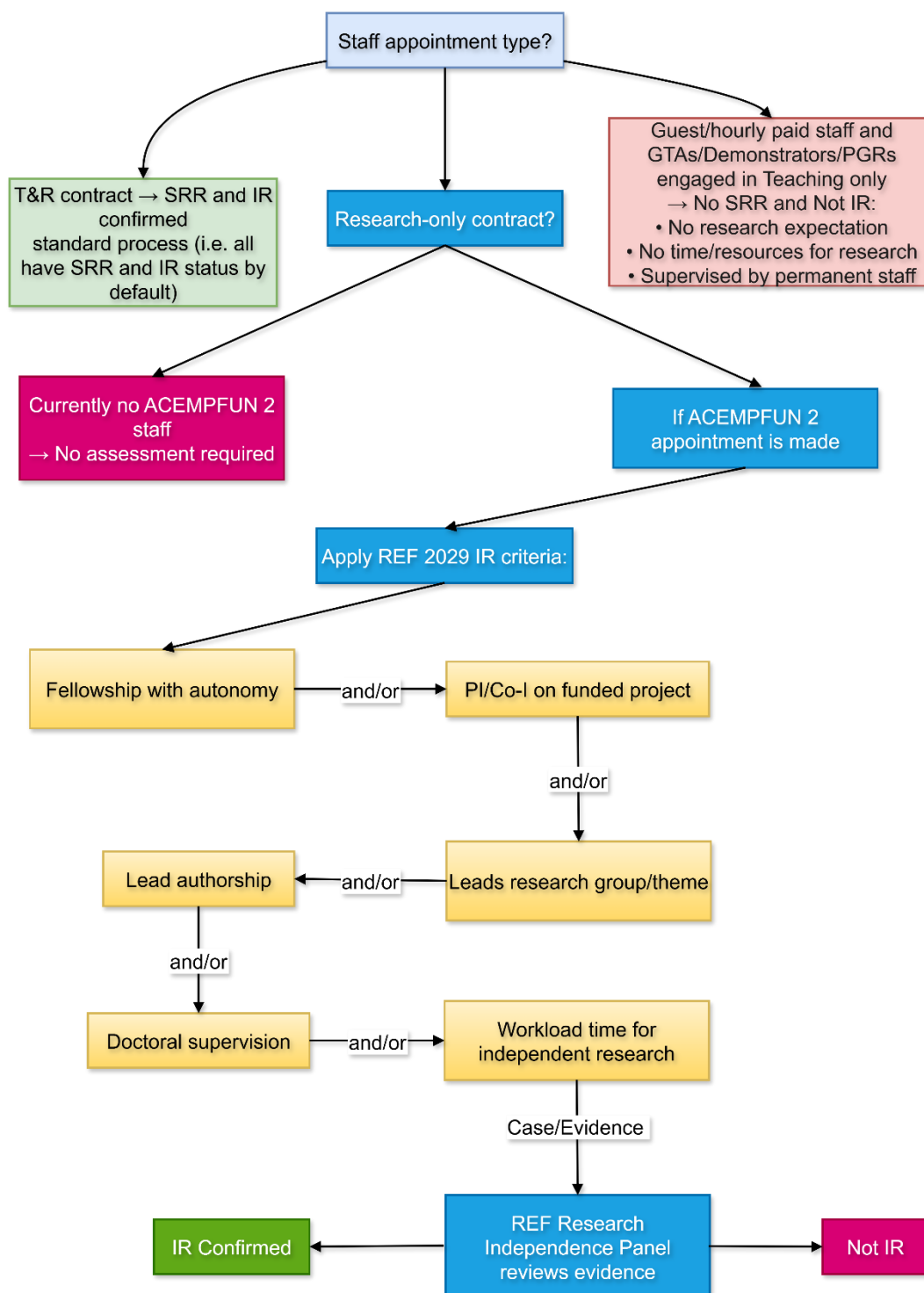


Figure 2: Determining Research Independence.

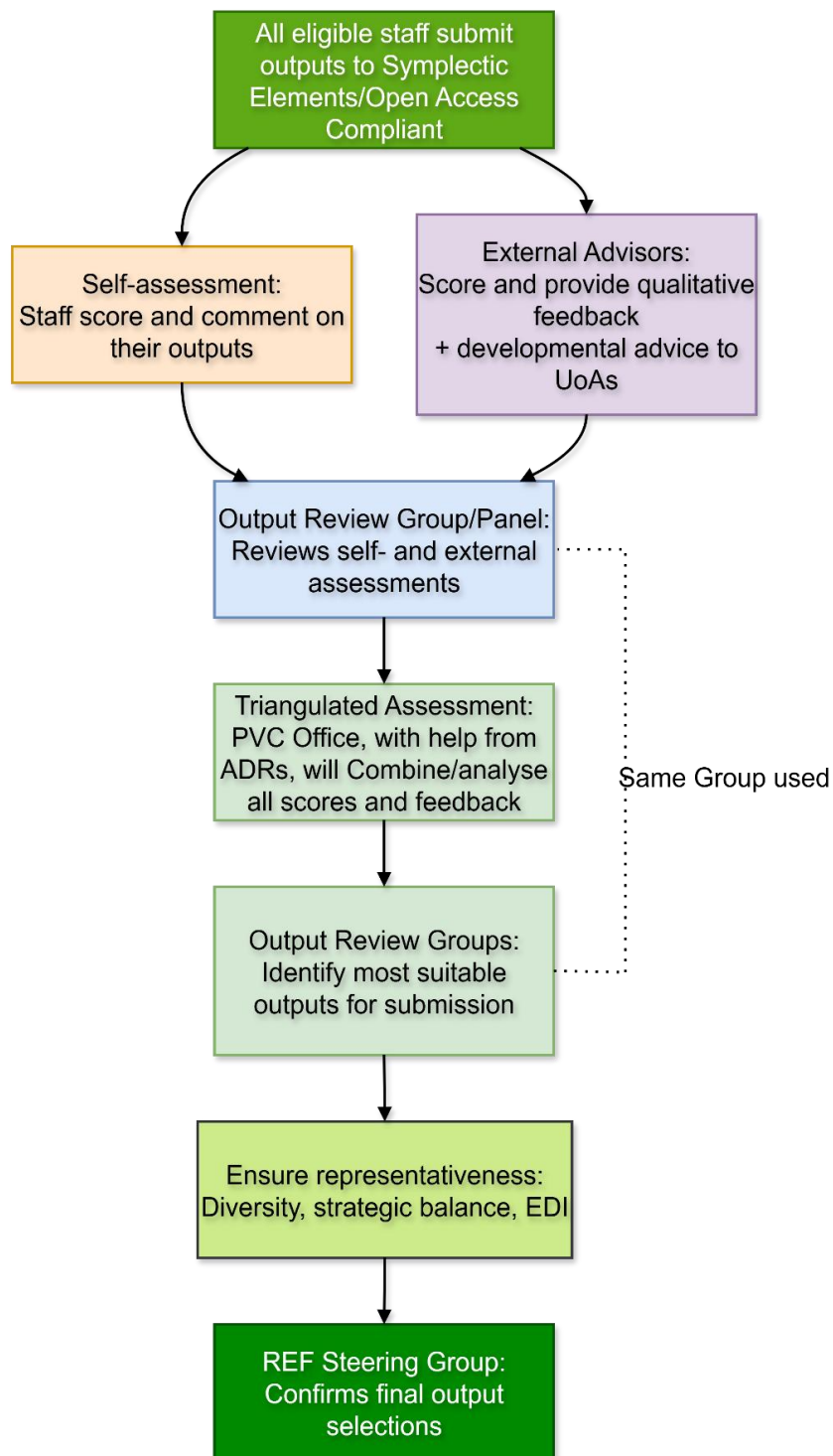


Figure 3: Selecting outputs.



Adobe Acrobat
Document

Please double click to open this PDF document which consists of details of the consultation conducted as part of the development of this Code of Practice.

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