HREiR Action plan 2020 - 2022 - UPDATE

University of Reading | **HR EXCELLENCE IN RESEARCH**

Details		The institutional audience* for this action plan includes :		
Institution name:	University of Reading	Audience	#	Comments
Cohort number:	1	Research staff	350	These are our priority staff
Date of submission:	9/23/2022 (updated with progress)	Postgraduate researchers	Not included	They have a separate code of practice and policies given their student status.
		Research and teaching staff	Not included	Elements of good practice integrated to this group
		Teaching-only staff	Not included	
		Technicians	Not included	
		Clinicians	Not included	
		Professional support staff	Not included	
		Other (please provide numbers and details):		

	Obligation	Action	Success measure (SMART)	Deadline (for success measure)	Responsibility (for the success measure not the action)	Progress update (to be completed for submission)	Outcome/ result	Old Concordat principle and clause
Environment and Culture								
Institutions must:								
ECI1	Ensure that all relevant staff are aware of the Concordat	All research staff should be aware of, and have a copy of, the new Concordat

New Research Staff (RS), new Managers of Researchers (RMs) and Heads of School (HoS) will receive copy as part of their induction (see EI2)

Update on progress and updated action plan to be sent to RS, RMs, Heads of Department (HoD) and HoS

Include section for the Concordat in Research Newsletter - signpost to webpages / reminder of obligations | At least 60% of respondents note they are aware of the Research Concordat (CEDARS 2021), increasing to at least 80% (CEDARS 2023)

At least 50% of respondents note they are aware of the HREiR Award (CEDARS 2021), increasing to at least 70% (CEDARS 2023) | Sept 2021 | Senior Lead for Concordat | Email was sent to all research staff in January 2021 reminding them of the Concordat and explaining key areas of our action plan.

76%

36%

Over three quarters of staff who responded to CEDARS are aware of the Concordat. This is very encouraing and demonstrates progress to date producing leaflets, updating web pages, improving inductions etc is having a positive impact on raising awareness. | Ongoing | New |
| ECI2 | Ensure that institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers | Reference to existing policies already on RS web pages

Create web page/s for RMs with reference to policies

Set up Forum for School Senior Contacts for RS (Senior Contacts Forum) to meet quarterly

Encourage Senior Contacts to offer a mentor for all new RS | At least 70% of respondents believe my institution is committed to equality and diversity (CEDARS 2021), increasing to at least 80% (CEDARS 2023)

At least 60% of Schools to have a Senior Contact by Sept 2021, increasing to at least 70% by Sept 2022 | Sept 2021

Sept 2022 | L&D Officer (Research Staff)

Dean for Researcher Development and PGR Studies | 64%

New webpages specifically for RM were launched in July 2021

Establishing a Senior Contacts Forum is high priority going forwards.

All relevant informaton relating to RS and RMs has been simplified and is easier to navigate. The | | P2.1
P6.8 |
| ECI3 | Promote good mental health and wellbeing through, for example, the effective management of workloads and people, and effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues | Produce 'Concordat Essentials' guide.

Reference updated wellbeing webpages on RS and RMs web pages and promoted via RS induction

Reinforce through improved Performance and Development Review (PDR) process, training, workshops, and other communications | At least 55% of respondents answer positively to the following CEDARS questions in 2021, increasing to at least 70% in 2023:

1. I believe that my institution actively promotes the importance of health and wellbeing amongst staff
2. I work in an environment that supports my health and wellbeing
3. My manager promotes a good work life balance
4. I am familiar with my institution's mechanisms to report discrimination, bullying and harassment
5. I think staff at my institution are treated fairly, irrespective of any protected characteristics

Seek feedback from Senior Contacts Forum on whether further support needed | Sept 2021

Sept 2022 | L&D Officer (Research Staff)

Dean for Researcher Development and PGR Studies | Concordat Essential Guide produced in January 2021 and added to updated RS webpages

73%

49%

72%

51% and 48%

65% | Initiatives aimed at research managers and leaders, such as "Mental Health Skills for Managers" workshop, delivered by MHFA England are ongoing. RMs have a clear explanation of their responsibilities. Regular communication channels at all levels reinforce all of these principles.   CEDARS responses demonstrate there is room for continued progress to be made over the next three years, and this will be addressed in the 2022-25 Action Plan. In particular, establishing communities of engagment will be a high priority to capture the 'researcher's voice' to influence future actions. | P6.9 |

Ref	Action		Success measure	Date	Responsibility	Progress	Commentary	
ECI4	Ensure that managers of researchers are effectively trained in relation to equality, diversity and including, wellbeing and mental health	Continue with mandatory online D&I training. See also ECI3 Elicit examples of good practice from School D&I Leads		Sept 2021 Sept 2022	L&D Officer (Research Staff) People Development D&I Leads	54% Report on uptake of D&I training due by 5 May As the training is elearning, there's no evaluation form sent upon completion. We'll need to consider other ways of gathering this information.	There have been some issues interrogating our systems to specifically report on RS/RMs. Whilst the CEDARS results are lower than we would have liked, ongoing initiatives are being tackled across the University, including work towards our Race Equality Charter Mark to demonstrate how Reading is championing race equality. The University also holds the Athena SWAN Silver Award at the institutional level and within the Schools with the majority of ECRs i.e. SMPCS, SAGES and SCFP	P2.3
ECI5	Ensure that researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity	Implement training as per our action plan for the Concordat to Support Research Integrity (CSRI)	At least 80% of respondents note that they are aware of the Concordat to Support Research Integrity, (CEDARS 2021), increasing to at least 90% (CEDARS 2023) At least 80% of respondents believe that their institution promotes the highest standards of research integrity and conduct (CEDARS 2021), increasing to at least 90% (CEDARS 2023) Monitor case numbers	July 2022	Committee for Open Research and Research Integrity	54% 72% In the Summer Term 2022 15 research staff volunteered to be Research Intregrity Champions and completed a training course to become qualified to deliver Virt2ue Research Integrity training, which has now been implemented in several Schools	The values-based Virt2ue Research Integrity training encourages attendees to explore their understanding, attitudes and values in relation to research integrity in order to relate the principles outlined in the European Code of Conduct for Research Integrity to their own research	P6.1
ECI6	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and use the outcomes to improve institutional practices	Use CEDARS to seek feedback Design specific RS survey and questions for focus groups, based on results from CEDARS Produce action plan based on survey / focus group results, with additional success measures added to action plan autumn 2022 In addition to CEDARs focus groups, seek feedback from RS through regular RS Forums on the topics of: - Environment and Culture - Employment - Professional and Career Development	At least 70% of respondents feel included within their immediate research environment / research group (CEDARS 2021), increasing to at least 80% (CEDARS 2023) At least 60% of respondents feel valued at work (CEDARS 2021), increasing to at least 70% (CEDARS 2023) At least 60% of respondents feel they have a good level of job satisfaction (CEDARS 2021), increasing to at least 70% (CEDARS 2023) Success of forums will be measured through attendance and actions arising	Sept 2021 July 2022	Senior Lead for Concordat L&D Officer (Research Staff) Dean for Researcher Development and PGR Studies	76% 66% 78% A bespoke survey was sent to RS in May 2021 to gather their views and preferences for research-specific training courses. A dedicated Researcher Development Project Officer was appointed in March 2022. A series of Research Culture Cafes are being established (the first one taking place on 27/07/2022) within research themes, to enable researchers to meet with the Research Dean and discuss topics	The results of the survey are being used to inform the future researcher development programme. This work will continue with focus groups to increase involvement from RS under the 2022-25 Action Plan. This role will take forward establishing better communication links between research staff and managers to discuss Concordat principles and where improvements can be sought.	P6.10 P7.5
Funders must:								
ECF1	Including requirements which promote equitable, inclusive and positive research cultures and environments in relevant funding calls, terms and conditions, grant reporting, and policies	N/A - the University does not employ research staff directly				N/A		P6.6
ECF2	Consider how funding opportunities and policies can facilitate different patterns and ways of working, and promote the wellbeing and mental health of researchers	N/A - the University does not employ research staff directly				N/A		New
ECF3	Ensure that funding call requirements and selection processes offer equality of opportunity between different groups of researchers, recognise personal contexts, and promote positive research cultures and working conditions	N/A - the University does not employ research staff directly				N/A		P6.6
Managers of researchers must:								

ECM1	Undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work	Remind RMs to undertake mandatory online D&I training and incorporate into day to day practice	At least 80% of RMs have completed on line equality training by Sept 2021, increasing to at least 90% by Sept 2022	Sept 2021	L&D Officer (Research Staff)	79% The existing systems at Reading are very difficult to interrogate training attendance and feedback at job title level. All D&I School leads have been contacted for examples of good practice.	As reported above, there have been problems interrogating our systems specifically for RMs. Attendee feedback is taken on board when refreshing the content. Good practice example - our Classics department provides leadership in a national programme, 'Inclusive Classics' which focuses upon the wider dissemination of knowledge and learning of the Classics past, culture, and languages, and seeks to erode some of the artificial boundaries that exist around the subject and which might deter wider participation and engagement with it.		New
		Monitor the feedback for the training, especially the score for relevance and act upon any areas for improvement.							
		Liaise with School D&I Leads to gather examples of good D&I practice		June 2022	D&I Leads and L&D Officer (Research Staff)				
ECM2	Ensure that they and their researchers act in accordance with the highest standards of research integrity and professional conduct	Include importance of Research Integrity and working in accordance with the principles contained in CSRI through new RM webpages and training module	At least 80% of respondents note that they are aware of the Concordat to Support Research Integrity, (CEDARS 2021), increasing to at least 90% (CEDARS 2023) At least 80% of respondents believe that their institution promotes the highest standards of research integrity and conduct (CEDARS 2021), increasing to at least 90% (CEDARS 2023)	Sept 2021	L&D Officer (Research Staff)	55% 72% Reference to Research Integrity and CSRI was included in updated RS and RM webpages	Initiatives aimed at research managers and leaders, such as "Mental Health Skills for Managers" workshop, delivered by MHFA England are ongoing. Researchers, and support for researchers, remains a key focus for use of UKRI QR funding specifically to support research culture. We have an emerging priority list on what we will spend our allocation on over the next reporting period, including: Research integrity training for researchers and their managers, RDL Leadership programme, Open Research Action Plan, Narrative CV Guidance and Research Communications.		New
		Implement Research Integrity training as agreed by CORRI	Monitor number of cases of research misconduct annually	Sept 2022	Committee for Open Research and Research Integrity (CORRI)	0 cases of research misconduct between Sept 2020-22.			
		Continue to complete the annual statement for the Concordat to Support Research Integrity				Deadline met for production of annual statement for the Concordat to Support Research Integrity which is published on our website.			
		Seek feedback from Senior Contacts Forum about the quality of research practice in their School	From Forum, at least 80% of Senior Contacts believe RS are aware and act in accordance	Sept 2022	Dean for Researcher Development and PGR				
ECM3	Promote a healthy working environment that supports researchers' wellbeing and mental health, including reporting and addressing incidents of discrimination, bullying and harassment, and poor research integrity	Send new briefing guide on 'Supporting RS Mental Wellbeing' to all RMs and draw their attention to new HR wellbeing webpages University to implement actions arising from Race Equality Review and provide regular updates Seek feedback from Senior Contacts Forum Analyse reports from Employee Assistance Programme provider on reasons for calls received	At least 55% of respondents answer positively to the following CEDARS questions in 2021, increasing to at least 70% in 2023: 1. I believe that my institution actively promotes the importance of health and wellbeing amongst staff 2. I work in an environment that supports my health and wellbeing 3. My manager promotes a good work life balance 4. I am familiar with my institution's mechanisms to report discrimination, bullying and harassment 5. I think staff at my institution are treated fairly, irrespective of any protected characteristics From Forum, at least 80% of Senior Contacts believe RS feel well supported and at least 60% feel RS know their reporting obligations	Sept 2021	L&D Officer (Research Staff)	A new Briefing Guide was produced in January 2021 and is included in updated RM webpages and RS Induction module for ongoing signposting. 73% 50% 73% 51% and 48% 65%	Importance of wellbeing is embedded in the responsibilities of RMs. Again, it has been difficult to extract confidential information to the Employee Assitance Programme specific to RMs alone, as job level is not a recorded metric. CEDARS responses are noted and room for improvement will be picked up as a focus for the 2022-25 Action Plan and in particular, will be a topic for regular discuss at RS /RM informal meetings. The importance of establishing a communication route for RS to raise concerns formally and informally is recognised at Reading. Having a new dedicated resource in place since March 2022 is expected to help plug this gap and make a significant contribution to improving future CEDARS		P6.9
				Sept 2022	Dean for Researcher Development and PGR Studies	Actions arising from Race Equality Review are being implemented and regular updates are provided to RMs. Establising a RS forum will be a high priority going forwards. Engagemnt is already underway with the new			

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HR EXCELLENCE IN RESEARCH

ECM4	Consider fully, in accordance with statutory rights and institutional policies, flexible working requests and other appropriate arrangements to support researchers	Draw RM's attention to relevant policies that support flexible working and the process for handling flexible working requests Seek feedback from Senior Contacts Forum on whether requests for flexible working are appropriately considered	Monitor appeals and outcomes against decisions at appeal not to support flexible working requests from RSs	March 2022	HR	Importance of supporting flexible working requests where possible is included is RM webpages and in Induction elearning for RS and RM	There have been 3 cases over the last two years. All cases were approved.	New
ECM5	Encourage managers to engage with opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.					No progress to report at this time.	Initiatives aimed at research managers and leaders, such as "Mental Health Skills for Managers" workshop, delivered by MHFA England are ongoing. Researchers, and support for researchers, remains a key focus for use of UKRI QR funding specifically to support research culture. We have an emerging priority list on what we will spend our allocation on over the next reporting period, including: Research integrity training for researchers and their managers, RDL Leadership programme, Open Research Action Plan, Narrative CV Guidance and Research Communications.	New
Researchers must:								
ECR1	Actively contribute to the development and maintenance of a supportive, fair and inclusive research culture and be a supportive colleague, particularly to newer researchers and students	Ensure that RS undertake D&I training Promote mentoring scheme and encourage experienced RS to mentor new RS and / or Post Graduate Researchers (PGRs) Seek feedback from RS through regular RS Forums on the topic of Environment and Culture Liaise with School D&I Leads to gather examples of good D&I practice	At least 80% of RS have completed on line equality training by Sept 2021, increasing to at least 90% by Sept 2022 Monitor number of mentors Monitor RS responses to survey / focus groups with additional success measures to be added in 2022	Sept 2021 Sept 2022	People Development Dean for Researcher Development and PGR Studies	79%	Reading's Gender History Research Cluster provides a supportive env ironment for PGRs. The group has given papers and co-organised a workshop on women and slavery. The group now has a much-needed public face through it's blog page which has created significant amounts of traffic, and is significant in showing that questions of race and ethnicity, age, LBGTQ+, social and political justice, and more are addressed through our research and commitment to outreach and impact (in the broader rather than the purely HEA sense). In addition some of the public facing work has attracted the attention of the President of the World Health Organisation. The School of History teaches Foundation students African History and shares research and expertise with visitors to UoR Open Days, and via visits to the	New
ECR2	Ensure they act in accordance with employer and funder policies related to research integrity, and equality, diversity and inclusion	Ensure that RS are aware of CSRI and action plan and work in accordance with the principles it contains, through new RS webpages and training module RS to attend Research Integrity training as agreed by CORRI and Introduction to Data Management training RS to comply with UoR policies for Data Management Monitor number of research misconduct cases	At least 60% of RSs have completed relevant Research Integrity and Data Management training by Sept 2022, increasing to at least 90% by Sept 2023 June 2022	Committee for Open Research and Research Integrity HR	40% There were no cases of research misconduct reported over the last two years.	Results for RI training have fallen shorter than we would have liked. Although this initial round of results has been helpful to give a baseline for future reporting, we plan to work with colleagues to seek a step change in future results. The annual statement of CSRI compliance has been published on new webpages and promoted internally to raise awareness.	P5.3

Ref	Objective	Action	Success measure / target	Timeframe	Responsibility	Progress	Comments		Concordat
ECR3	Take positive action towards maintaining their wellbeing and mental health	Ensure RS are familiar with wellbeing webpages and take action accordingly by using available support e.g. Occupational Health, Wellbeing Peer Support Network and Employee Assistance Programme	At least 55% of respondents answer positively to the following CEDARS questions in 2021, increasing to at least 70% in 2023: 1. I believe that my institution actively promotes the importance of health and wellbeing amongst staff 2. I work in an environment that supports my health and wellbeing 3. My manager promotes a good work life balance Monitor statistics from Occupational Health about work related stress cases related to RS	Dec 2021	L&D Officer (Research Staff)	Wellbeing support is highlighted and encouraged in RS webpages and Induction module 73% 50% 73%			New
				Spring 2022	HR / Occupational Health	At any one time, between 20-30% of referrals to EAP are due to mental health issues (across the whole University). Staff make good use of the Employee Assistant Programme (EAP) and CIC - the confidential care provider. Less than a 7th of			
ECR4	Use available mechanisms to report staff who fail to meet the expected standards of behaviour, particularly in relation to discrimination, harassment, bullying, and research misconduct	Ensure RS are familiar with all relevant policies and reporting mechanisms and act in accordance with them Remind RMs to encourage RS to act in accordance with relevant policies and provide support when needed, achieved through Senior Leads Forums	Monitor number of formal disciplinary and/or grievances cases relating to RS (where RS conduct has not been deemed as expected standard of behaviour) or where RS are reporting they have been subject to harassment and/or bullying in the workplace	June 2021	Governance	All relevant policies and reporting mechanisms are highlighted in RS webpages and RS Induction module 58%	The engagement and plans in place for 2022-25 will significantly boost opportunity for staff to be kept regularly informed about proceedures, updates relevant to RS.		P6.9
		Seek feedback from RS Environment and Culture Forums on whether RS are confident to report misconduct	At least 70% of RS focus group participants believe they are confident to report misconduct	July 2022	Dean for Researcher Development and PGR Studies				
ECR5	Consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution					Academic and ECR has place on senior research committess	It is anticipated that more progress will be made in this area in the 2022-25 Action Plan.		P3.13
Employment									
Institutions must:									
EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices	Continue to require RMs to attend mandatory Recruitment & Selection, D&I and Unconscious Bias training before recruiting. Ensure all research staff positions have a job description (JD)	At least 80% of RMs have completed on line equality training by Sept 2021, increasing to at least 90% by Sept 2022 At least 70% of respondents believe that their recruitment, selection and appointment was fair (CEDARS 2021) Monitor named appointments to ensure JDs are	Sept 2021 Sept 2021 Sept 2021	HR HR HR	Requirement for relevant training is embedded in R&S policy 79% 85%	The CEDARS results present a baseline for continued improvements to be sought over the next action plan period, but results suggest we are succeeding in this area.		P1.2 P6.2 P6.7

| EI2 | Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position | Develop online RS induction module to supplement University all staff central induction

Update web pages for RS

Promote mentoring opportunities and benefits of being a mentor

Annual survey of mentors / mentees and seek examples of positive change arising from mentoring | At least 60% of RS have completed on line induction training by Sept 2021, increasing to at least 80% by Sept 2022

Monitor uptake of mentors

Monitor examples of positive change arising from mentoring | Sept 2021

June 2022 | L&D Officer (Research Staff)

Dean for Researcher Development and PGR Studies | The final amendments to a new online induction module have been made following feedback from Researcher Development and PGR Studies Committee. The module was launched July 2022.

RS webpages updated July 2021, including reference to benefits of mentoring.

69%

No survey has been undertaken due to the impact of COVID on available time/resources to do this. | RS webpages have been dramatically streamlined and moved, ensuring all information is now in one place. The new University webpage templates will allow further revision to support our researchers.

In some Schools (e.g. History, Languages) ECRs and newly appointed staff in the School can access appropriate mentoring from experienced staff. A number of externally funded ECRs have been recruited in the last couple of years and colleagues who have provided supervision and mentoring upon their arrival, recognise the value of this work.

In some Schools, e.g. Law, the mentoring process is being revamped as part of their post-REF research division changes. In the meantime mentors have been allocated to new ECRs. | | P3.6 |
| EI3 | Provide clear and transparent merit-based recognition, reward and promotion pathways that recognise the full range of researchers' contributions and the diversity of personal circumstances | Reinforce process via induction and RS and RM web pages | At least 55% of respondents answer positively to the following CEDARS questions in 2021, increasing to at least 70% in 2023:

1. I believe that promotion pathways and processes are clear
2. I believe that UoR has fair and inclusive opportunities based on merit for career progression and promotion

Analyse merit based promotion outcomes by appropriate diversity characteristics | Sept 2021

Dec 2021 | L&D Officer (Research Staff)

HR | New webpages launched in July 2021 and streamlined into three headings: Supporting Research Staff, Managers of Researchers and Researcher Development Concordat: https://www.reading.ac.uk/research-services/support-for-contract-research-staff
The new webpages are integrated into our Research Services webpages, so all relevant information for research staff, at all stages of their career, is in one place. | This action has more or less been achieved, but our ambition for the 2022-25 Action Plan is to seek an increase in positive responses, to ensure that as wide a cohort of research staff as possible, are clear about reward and promotion pathways to that all opportunities for career development are maximised. | | P2.6
P6.3
P6.4
P6.7 |
| EI4 | Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent | Develop online training module for RMs, HoD and HoS focused on the key things they need to know.

Discuss line and project management issues as part of Senior Contacts Forums

Seek feedback from RS Environment and Culture Forums on whether RS believe they are effectively managed | At least 60% of RMs, HoD and HoS have completed on line training by March 2022, increasing to at least 80% by March 2023

Monitor attendance at 'Inclusive Leader' and project management training from March 2020 to Sept 2021 in order to set informed target for 2022

At least 70% of Senior Contacts who have attended line and project management training believe it is informative and helpful

At least 60% of RS attending the Environment and Culture Forums believe they are effectively managed by RMs | March 2022

Sept 2021

July 2022

July 2022 | L&D Officer (Research Staff)

Dean for Researcher Development and PGR Studies | Line management and project management progammes are run at regualr intervals every year. We run Inclusive Leader, New Line Manager Induction, Project Management, Leading Through Influence and Research Leadership programmes. All these, except Reasearch Leadership, are widely advertised and all reaserach staff and managers of researchers are eligible to attend. | Academic and research staff comprise up to 75% of attendees on these programmes, demonstratating that they engage with the opportunities to attend this type of training. Many attendees have responded to recommendations from colleagues attending previous courses. | | P2.3 |

Ref	Action	Detail	Success measure	Date	Responsible	Comments	Notes	Code
EI5	Ensure that excellent people management is championed throughout the organisation and embedded in institutional culture, through annual appraisals, transparent promotion criteria, and workload allocation	To be included in actions for EI4 Encourage RS to engage constructively in performance management discussions Ensure management of RS is included in PDRs of RMs Review the University workload modelling and allocation system Seek feedback from RS Environment and Culture Forums on whether RS believe they are effectively managed	At least 65% of respondents respond positively to the following CEDARS questions: 1. Have you participated in staff review / appraisal in the past two years (or since taking up your current position, if more recent)? 2. How useful did you find your staff review / appraisal process? 3. My institution values my contribution to appraisal/review of staff Updated University PDR system and workload modelling and allocation system is implemented and in use At least 60% of RS attending the Environment and Culture Forums believe they are effectively managed	Sept 2021 Sept 2021 July 2022	L&D Officer (Research Staff) Dean for Researcher Development and PGR Studies	80% 69% 51%	It is clear that RS find the appraisal process beneficial. However, the next Action Plan will look to seek longer lasting career development benefits by providing greater CPD opportuniites. See Professional Development actions below.	P2.6 P6.3 P6.4
EI6	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress	Continue with Joint UCU committee looking at RS coming up to 4 years in post and, where appropriate, moving them to open-ended contract Review best practice at other Universities Continue consultation with staff representative groups to develop clearer guidance on the management of fixed term contracts Seek feedback from RS Forum on Employment on whether they know their options at the end of their fixed term contract	Report annually on number of successful redeployment cases and use of open ended contracts. Analyse trends each year. Monitor trends for staff transferring from Fixed Term Contract to open ended contracts on an annual basis. Guidance on management of Fixed Term Contracts is published on HR website by Sept 2021 At least 70% of RS report they know their options at the end of their fixed term contract	Sept 2021 Sept 2021 Sept 2021 Dec 2022		Awaiting HR input to provide an update on this action.		P1.3 P2.1 P2.2
EI7	Consider researchers and their managers as key stakeholders within the institution and provide them with formal opportunities to engage with relevant organisational policy and decision-making	See ECM 5 Revitalise Research Staff Committee (RSC) and seek new Chair	Research Staff Committee meets termly and Chair attends relevant University research committees Share examples of positive changes implemented that come from RSC 65% of attendees at RS Forum on Employment confirm they feel represented	Sept 2022 Dec 2022	Dean for Researcher Development and PGR Studies Dean for Researcher Development and PGR Studies	Committee for Research development and Postgraduate Research Studies meets termly and has research staff, including an ECR representative on it, to support policy development.	New ECR representative to be sought for 2022-25. No progress was made to establish the RSC due to the impact of Covid and senior staff time and resources. Establishing communities of engagement among the RS, and the potential for a formal RSC, will be explored as a high priority in the next Action Plan.	P3.13
Funders must:								
EF1	Include requirements which support the improvement of working conditions for researchers, in relevant funding calls, terms and conditions, grant reporting, and policies	N/A - the University does not employ research staff directly				N/A		P2.4
EF2	Review the impact of relevant funding call requirements on researchers' employment, particularly in relation to career progression and lack of job security	N/A - the University does not employ research staff directly				N/A		New
EF3	Support institutions to develop policies and frameworks to promote sustainable employment arrangements and enhance job security, and provide opportunities for career progression	N/A - the University does not employ research staff directly				N/A		P2.4
EF4	Consider the balance of their relevant funding streams in providing access to research funding and its impact at all career levels	N/A - the University does not employ research staff directly				N/A		New
Managers of researchers must:								

Ref	Obligation	Action	Success Measure	Date	Responsibility	Progress	Comment		Code
EM1	Undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care	Ensure RMs attend training detailed in EI4	At least 60% of RMs, HoD and HoS have completed on line training by Sept 2022, increasing to at least 80% by Sept 2023	Sept 2022	L&D Officer (Research Staff)	It has not been possible to collect data specific to RMs and HoS. However, there have been no reports from HR Business Partners, nor People Development, that uptake of training has been poor.

79%

It is intended to gather this as part of the RS Forum when established. | Reporting issues have been encountered and will be resolved in the next action plan.

Re-establishing communities of engagement has not made the progress envisioned during the last two years so it has not been possible to get direct feedback from RS about this obligation. This will be a high priority for 2022-25 Action Plan. | s | P2.3 |
| | | | Monitor attendance at 'Inclusive Leader' and project management training from March 2020 to Sept 2021 in order to set informed target for 2022 | October 2021 | L&D Officer (Research Staff) | | | | |
| | | Seek feedback from RS Forum on Employment that RMs are fulfilling their duty of care | 65% of attendees at RS Forum on Employment confirm their RMs are fulfilling their duty of care | Dec 2022 | Dean for Researcher Development and PGR Studies | | | | |
| EM2 | Familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding | Ensure RMs are familiar with relevant policies by attending training and reading webpages, detailed in EI2 and EI4 | At least 60% of RMs, HoD and HoS have completed on line training by Sept 2022, increasing to at least 80% by Sept 2023 | Sept 2022 | L&D Officer (Research Staff) | As above.

The need for a Research Leaders Programme was identified, with the first programme implemented summer 2022 | Reporting issues have been encountered and will be resolved in the next action plan. | | P2.2 |
| | | Discuss line and project management issues as part of Senior Contacts Forums | At least 70% of Senior Contacts attend the Senior Contacts Forums and actively engage in discussions on line and project management issues | July 2022 | Dean for Researcher Development and PGR Studies | | | | |
| EM3 | Commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers | Ensure RMs attend training detailed in EI1 and comply with promotion and reward policies | At least 80% of RMs have completed on line equality training by Sept 2021, increasing to at least 90% by Sept 2022 | Sept 2021 | L&D Officer (Research Staff) | 54%

Some Schools e.g. Law can cite evidence of implementing D&I considerations into new research leave application form and processes, including having the Dean for D&I be part of the research leave decision-making processes. | | | P6.3 |
| | | Seek examples of RM good practice from Senior Contacts Forums | Analyse number of successful promotion applications from grade 6 to grade 7 and analyse number of Celebrating Success awards to RS | Sept 2021 | HR | | | | |
| EM4 | Actively engage in regular constructive performance management with their researchers | Ensure RMs encourage RS on contracts of one year or more to participate in ongoing performance reviews | At least 65% of respondents respond positively to the following CEDARS questions: | Sept 2021 | L&D Officer (Research Staff) | | There is clear evidence that the majority of staff are engaging in regular staff appraisals and found them useful.

The Graduate School aim to enhance and build on this progress with the work planned in the 2022-25 Action Plan. | | P2.3 |
| | | Supplement annual review with more frequent performance related discussions as appropriate | 1. Have you participated in staff review / appraisal in the past two years (or since taking up your current position, if more recent)?
2. How useful did you find your staff review / appraisal process? | | | 80%

69% | | | |
		Seek feedback from RS Forum on Employment that RMs provide constructive performance management feedback	65% of attendees at RS Forum on Employment confirm they receive constructive performance management feedback from their RM	Dec 2022	Dean for Researcher Development and PGR Studies				
EM5	Engage with opportunities to contribute to relevant policy development within their institution						The research planning process demonstrates how RM's feed into the organisation's decision making. Opportunities have arisen to allow Research Development Leads to join the University's Diversity and Inclusion Community of Practice group to support the sharing of good practices with colleagues across Schools.		New
Researchers must:									
ER1	Ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder	Ensure RS are familiar with relevant policies by completing induction module and reading guides, detailed in EI2 and EI4	At least 60% of RS have completed on line induction training by Sept 2021, increasing to at least 80% by Sept 2022	Sept 2021	L&D Officer (Research Staff)	69%	All relevant informaton relating to RS has been simplified and is easier to navigate. The webpages have been viewed over 300 times.

A new updated Researcher Induction module was launched July 2022. | | New |

ER2	Understand their reporting obligations and responsibilities	Ensure RS are familiar with relevant policies via induction and reading webpages, detailed in EI2					As above.		New
		RS to attend Data Management training	At least 60% of RSs have completed Data Management training by Sept 2022, increasing to at least 90% by Sept 2023	Sept 2022	L&D Officer (Research Staff)		An Introduction to Data Management course is available at regualr intervals every year, as well as a 1:1 Data Management Surgery		
ER3	Positively engage with performance management discussions and reviews with their managers	Implement the actions from the Strategic Foundations PDR project / workstreams to ensure RS engage with performance management discussions and reviews with their managers.	At least 65% of respondents respond positively to the following CEDARS questions in 2021: 1. Have you participated in staff review / appraisal in the past two years (or since taking up your current position, if more recent)? 2. How useful did you find your staff review / appraisal process? 3. My institution values my contribution to appraisal/review of staff 65% of attendees at RS Forum on Employment confirm they have been offered performance management reviews	Sept 2021	L&D Officer (Research Staff)	80% 69% 33%	There is clear evidence that the majority of staff are engaging in regular staff appraisals and found them useful. The Graduate School aim to enhance and build on this progress with the work planned in the 2022-25 Action Plan.		P5.6
		Seek feedback from RS Forum on Employment that RMs offer performance management reviews and that		Dec 2022	Dean for Researcher Development and PGR				
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community						A robust system to determine eligibility of researchers, as those who are research independent, to act as a key stakeholder within the University exists. For example, on the Research Excellence Framework Committee.		P5.2

Professional and Career Development									
Institutions must:									
PCDI1	Provide opportunities, structured support, encouragement and time for researchers to engage in a minimum of 10 days professional development pro rata per year, recognising that researchers will pursue careers across a wide range of employment sectors	Update RS and RM webpages to include clarification on what activities could be included under this, taking account of overlap with PCDI4 Review current research specific training provision Allocate time for discussion of professional development activities in performance / career development discussions Revise current career planning tool Seek input from RS Forum on Professional and Career Development on usefulness of career planning tool, on development undertaken and what additional development they would value	Monitor responses to CEDARS question about number of days spent on professional development in 2021. Seek increase by 2023 At least 65% of respondents report positively that their manager encourages them to engage in personal and career development activities (CEDARS 2021), increasing to at least 75% (CEDARS 2023) At least 70% of attendees on research specific training score the training as relevant and useful Attendees at RS Forum on Professional and Career Development provide useful feedback on the career planning tool, their training experiences and ongoing needs	Sept 2021 Sept 2021 Sept 2021 April 2023	L&D Officer (Research Staff) L&D Officer (Research Staff) L&D Officer (Research Staff) Dean for Researcher Development and PGR Studies	> 10 days = 11% 5-1- days = 16% 1-5 days = 39% None = 8% 88% RS webpages updated with specific examples A bespoke survey was sent to RS to gather their views and preferences for research-specific training courses in May 2021. Career planning tool and booklet was developed by specialist consultant. Link to toolkit is contained within RS webpages and RS Induction module. It is also highlighted within the career	The results of the survey are being used to inform the future researcher development programme. This work will continue with focus groups to increase involvement from RS		P3.1 P3.3 P5.5
PCDI2	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers	Extend current "PDR for Reviewers" training to incorporate module for RMs on annual CDR Review the guidance/checklist for PDR Reviewers of Research Staff to ensure CDRs are a mandatory part of the PDR conversation Update the PDR form to include a section about CDRs Incorporate in formal workload model See also EI4	At least 65% of respondents positively rate the usefulness of the career development review with their manager (CEDARS 2021), increasing to at least 75% (CEDARS 2023) Further success measures to be defined once actions from the Strategic Foundations PDR project / workstreams have been agreed	Sept 2021 Sept 2022	L&D Officer (Research Staff) People Development	92%	No futher refinement of sucess measures took place due the impact of Covid.		P3.10

PCDI3	Ensure that researchers have access to professional advice on career management, across a breadth of careers	Engage with new Head of Careers to agree support provided by Careers and Employability staff Produce a guide on moving to a career outside academia Send survey to RS about what career development training they would like to see provided Organise career development courses based on survey results	At least 55% of respondents answer positively to the following CEDARS questions in 2021, increasing to at least 70% in 2023: 1. You are aware of what is available at your institution to support you in your professional and career development? 2. You have discussed your career options within and beyond academia with a careers specialist? 3. You have a clear career development plan? Monitor attendance on new career development courses At least 70% of attendees score the training as relevant and useful	Sept 2021	L&D Officer (Research Staff)	All actions completed 76% 15% 44%	The results of the survey on career development opportunities will inform focus groups to continue the consultation on future provision. The survey to RS in May 2021 resulted in three new courses being implemented: Preparation for Securing a Job, Career Options for Scientists and Being Found on LinkedIn, all of which have been well attended.	P3.1
PCDI4	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills	Provide guidance to RMs and RS on relevant activities that should be encouraged and supported See also PCDI1 Continue to organise courses from the Knowledge Transfer Centre on relevant topics such as 'Recognising the value of your research to others' and 'How to enhance your academic profile' Continue to promote research prizes / recognition schemes to RS	At least 55% of respondents answer positively to the following CEDARS questions in 2021, increasing to at least 70% in 2023: 1. You have time to develop your research identity 2. You have time to develop your broader leadership skills Analyse number of successful promotion applications from grade 6 to grade 7 At least 70% of attendees score the training as relevant and useful Analyse entries from RS for available research prizes / recognition schemes	Sept 2021 Sept 2021 Sept 2022 Dec 2022	L&D Officer (Research Staff) HR L&D Officer (Research Staff) Dean for Researcher Development and PGR	Provision of relevant courses is part of ongoing discussion about future provision of career development training opportunities 56% 44%		P3.11 P3.14
PCDI5	Recognise that moving between, and working across, employment sectors can bring benefits to research and researchers, and support opportunities for researchers to experience this							P3.2 P3.4
PCDI6	Monitor, and report on, the engagement of researchers and their managers with professional development activities, and researcher career development reviews	Produce annual report from UoRLearn on professional development activities attended Monitor number of CDRs carried out Monitor attendance at other relevant professional development activities Seek feedback from Senior Contacts Forums about level of professional development activities	Monitor responses to CEDARS question about number of days spent on professional development in 2021. Seek increase by 2023 Monitor attendance at internal researcher development courses At least 70% of attendees score the training as relevant and useful	Sept 2021 Sept 2022	L&D Officer (Research Staff) L&D Officer (Research Staff)	> 10 days = 11% 5-1- days = 16% 1-5 days = 39% None = 8% 88% RS webpages updated with specific examples A bespoke survey was sent to RS to gather their views and preferences for research-specific training courses in May 2021. Career planning tool and booklet was developed by specialist consultant. Link to toolkit is contained within RS webpages and RS Induction module. It is also highlighted within the career development research specific training courses we provide. A comprehensive range of research specific courses continue to be	A guide for 'Careers Beyond Academia' has been produced by an external consultant and is linked to the new career planning toolkit, providng a new resource for staff to easily find infromation to support their career development planning.	New
Funders must:								
PCDF1	Incorporate specific professional development requirements in relevant funding calls, terms and conditions, grant reporting, and policies. This should include researchers' engagement in a minimum of 10 days' professional development pro rata per year, and evidence of effective career development planning	N/A - the University does not employ research staff directly				N/A		P3.7 P3.9

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PCDF2	Embed the Concordat Principles and researcher development into research assessment strategies and processes	N/A - the University does not employ research staff directly				N/A		New
PCDF3	Acknowledge that a large proportion of the researchers they fund will move on to careers beyond academia, and consider how they can encourage and support this within their remit	N/A - the University does not employ research staff directly				N/A		New
Managers of researchers must:								
PCDM1	Engage in regular career development discussions with their researchers, including holding a career development review at least annually	Ensure RMS hold a career development review with RS at least annually	At least 65% of respondents positively rate the usefulness of the career development review with their manager (CEDARS 2021), increasing to at least 75% (CEDARS 2023)	Sept 2021	L&D Officer (Research Staff)	92%	Staff very clearly value a career development review. The Graduate School aim to build on this high level of engagement in the action plan 2022-25 and build on the understanding, opportunities and culture around researcher development.	P2.3
		Seek feedback from Senior Contacts Forums that RMs are encouraging RS to use career planning tool and take part in career development activities	At least 70% of Senior Contacts believe RMs are engaging with regular career development discussions with their RS	Sept 2022	Dean for Researcher Development and PGR Studies			
PCDM2	Support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments	See PCDI3, PCDM1 and PCDI5	At least 55% of respondents answer positively to the following CEDARS questions in 2021, increasing to at least 70% in 2023:

1. You are aware of what is available at your institution to support you in your professional and career development?
2. You have discussed your career options within and beyond academia with a careers specialist?
3. You have a clear career development plan? | Sept 2021 | L&D Officer (Research Staff) | 76%

15%

44% | Very limited progress has been made in this area over the last two years as available resources and leadership for the Concordat delivery was mostly diverted to the University's Covid response. It is an area that presents lots of opportunities for improvement in the next action plan, particularly since the introduction in March 2022 of the dedicated RDPO post. | P3.4
P3.8
P5.5 |
| | | Ensure RMs encourage their RS to make use of mentors, secondments etc and monitor the number of RS who engage in these opportunities | At least 35% of respondents answer positively to the following CEDARS questions in 2021, increasing to at least 50% in 2023:
1. Opportunity to experience other employment sectors
2. secondment / placement in another employment sector | | | 15%

8% | | |
| | | Seek feedback from RS Forum on Professional and | 65% of attendees at RS Forum on Professional and Career Development confirm they feel supported | | Dean for Researcher Development and PGR | | | |
| PCDM3 | Allocate a minimum of 10 days pro rata, per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development | Ensure RMs are aware of, and have a copy of, the new Concordat (see ECI1 and EI4) | Monitor responses to CEDARS question about number of days spent on professional development in 2021. Seek increase by 2023 | Sept 2021 | L&D Officer (Research Staff) | > 10 days = 11%
5-1- days = 16%
1-5 days = 39%
None = 8% | It is recognised that research staff need greater support to feel empowered to take the time for their own development. Again, having the dedicated RDPO post in place now will mean that much greater progress is anticipated in the 2022-25 Action Plan. | New |
| | | Ensure RMs encourage and enable RS to undertake a minimum of 10 days professional development per annum | Annual report from UoRLearn on professional development training attended. | | | This is encouraged within RM webpages, Concordat Essential Guide and induction modules | | |
| | | Seek feedback from Senior Contacts Forum about whether they believe RMs encourage and enable their RS to undertake a minimum of 10 days pro rata, per year with professional development | At least 50% of Senior Contacts believe RMs encourage and enable professional development by Sept 2022, raising to at least 70% by Sept 2023 | Sept 2022 | Dean for Researcher Development and PGR Studies | | | |

Ref	Action	Measures/Methods	Success measures	Date	Responsibility	Progress notes	Commentary	Concordat ref
PCDM4	Identify opportunities, and allow time (in addition to the 10 days professional development allowance), for their researchers to develop their research identity and broader leadership skills, and provide appropriate credit and recognition for their endeavours	Ensure RMS support RS to engage in relevant activities See also PCDI4 and PCDI1 Annually monitor attendance of Research Staff on leadership development programmes Seek good practice examples of relevant opportunities from Senior Leads Forums and RS Forums on Professional and Career Development	At least 55% of respondents answer positively to the following CEDARS questions in 2021, increasing to at least 70% in 2023: 1. You have time to develop your research identity 2. You have time to develop your broader leadership skills Annual report from UoRLearn on professional development training attended. Annual attendance of RS on leadership development programmes 65% of attendees at Forums confirm RM allow time for development of their wider research identity Monitor the number of outputs with RS as the lead author and grant applications with RS as PI or CI	Sept 2021 April 2023 Sept 2022	L&D Officer (Research Staff) Dean for Researcher Development and PGR Studies Research and Enterprise Services	1. 56% 2. 44% Regarding grant applications with RS as Principal Investigator or Co-Investigator, there have been 124 since September 2020 according to Research Enterprise records. However, not all co-I's are listed on the applications in the data we hold, so there may be more. Improvements to data gathering will be investigated further for the 2022-	CEDARS results are encouraging in that half of the staff who responded feel that they are able to develop their research identity and almost half can work towards developing broader leadership skills. Our leadership programmes: Inclusive Leader, Leading Through Influence, Research Leaders Programme and New Line Manager Induction have been attended by both academic and research staff, with some cohorts being make up of to 75% academic and research staff.	P3.6 P3.9 P5.5
PCDM5	Engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development	Encourage RMs to attend leadership and management programmes that are applicable to all managers	Monitor number of RMs who attend programmes annually	Dec 2021	L&D Officer (Research Staff)		Our leadership programmes: Inclusive Leader, Leading Through Influence, Research Leaders Programme and New Line Manager Induction are well attended by both academic and research staff.	New
Researchers must:								
PCDR1	Take ownership of their career, identifying opportunities to work towards career goals, including engaging in a minimum of 10 days professional development pro rata per year	Ensure RS are aware of, and have a copy of, the new Concordat (see ECI1) Encourage RS to participate in appropriate training courses as needed for their ongoing development as a researcher and for their wider career goals Encourage RS to make use of career planning tool and take part in career development activities Monitor number of RS who seek mentoring	At least 65% of respondents positively rate the usefulness of the career development review with their manager (CEDARS 2021), increasing to at least 75% (CEDARS 2023) Annual report from UoRLearn on training attended. At least 70% of attendees score the training as relevant and useful	Sept 2021 Sept 2022	L&D Officer (Research Staff) L&D Officer (Research Staff)	See ECI1	There are lots of examples where new members of staff are routinely mentored by a more experienced colleague, and this includes support with the HEA application. Work will continue to ensure this is embedded consistently across the Schools.	P5.5
PCDR2	Explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments	Encourage RS to use resources highlighted through induction, webpages and career planning tools Seek feedback from RS Forum on Professional am Career Development about whether they are actively considering and preparing for a range of employment options	At least 55% of respondents answer positively to the following CEDARS questions in 2021, increasing to at least 70% in 2023: 1. You are aware of what is available at your institution to support you in your professional and career development? 2. You have discussed your career options within and beyond academia with a careers specialist? 3. You have a clear career development plan? 65% of attendees at RS Forum on Professional and Career Development confirm they are actively considering and preparing for a range of employment options	Sept 2021 April 2023	L&D Officer (Research Staff) Dean for Researcher Development and PGR Studies	76% 15% 44%	There is a clear need to continue to work on supporting staff to have career development support, and provide opportunities to encourage awareness of alternative career options outside of academia. This will form one of the priorities for the next 2022/25 Action Plan.	P3.8

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PCDR3	Maintain an up-to-date professional career development plan and build a portfolio of evidence demonstrating their experience, that can be used to support job applications	Encourage RS to use resources highlighted through induction, webpages and career planning tools Seek feedback from RS Forum on Professional and Career Development about whether they are maintaining a career development plan	At least 65% of respondents positively respond that they have a clear career development plan (CEDARS 2021), increasing to at least 75% (CEDARS 2023) At least 60% of attendees at RS Forum on Professional and Career Development confirm they are maintaining a career development plan	Sept 2021 April 2023	L&D Officer (Research Staff) Dean for Researcher Development and PGR Studies	44%	The survey to RS in May 2021 resulted in three new courses being implemented: Preparation for Securing a Job, Career Options for Scientists and Being Found on LinkedIn, all of which have been well attended. In addition, a practical bespoke Career Planning Toolkit was designed by a researcher career development specialist to encaourage researchers to actively plan their career. However, there is a clear need to provide greater support to staff about career development planning and support, which will form one of the priorities for the next 2022/25 Action Plan.	P5.5
PCDR4	Positively engage in career development reviews with their managers	Encourage RS to engage in annual career development discussion with manager Seek feedback from RS Forum on Professional and Career Development about whether they engage in career development reviews and if not, what prevents them from doing so	At least 65% of respondents positively rate the usefulness of the career development review with their manager (CEDARS 2021), increasing to at least 75% (CEDARS 2023) At least 60% of attendees at RS Forum on Professional and Career Development confirm they engage in career development reviews	Sept 2021 April 2023	L&D Officer (Research Staff) Dean for Researcher Development and PGR Studies	92%	An encouraging response rate which will be used to engage staff in the future career development planning offer.	P3.10
PCDR5	Seek out, and engage with, opportunities to develop their research identity and broader leadership skills	Encourage RS to engage in opportunities to develop their RI and broaden their leadership skills, through discussions with their mentor / RM	At least 55% of respondents answer positively to the following CEDARS questions in 2021, increasing to at least 70% in 2023: 1. You have time to develop your research identity 2. You have time to develop your broader leadership skills Analyse number of successful promotion applications from grade 6 to grade 7 Monitor the number of outputs with RS as the lead author and grant applications with RS as PI or CI	Sept 2021 Sept 2021 Sept 2022	L&D Officer (Research Staff) HR Research and Enterprise Services	56% 44% Approximately 124 applications made with RS as PI/CI RS are encouraged to and have attended our Leading Through Influence programme, specially designed for people who need to lead and influence without authority.	Work with RES for 2022-25 action plan to improve on our ability to report on numbers of RS outputs	P5.5
PCDR6	Consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation	Be aware of relevant opportunities and engage where relevant	At least 55% of respondents answer positively to the questions relating to opportunities to engage in wider aspects of the research system (CEDARS questions in 2021, increasing to at least 70% in 2023)	2022	L&D Officer (Research Staff)	Commercialisation - 5%; 41% Knowledge Exchange - 26%; 64% Public Policy Dev't - 21%; 63% Public Engagement - 39%; 49%% Citizen Science - 14%; 70% (first figure is 'completed', second figures is 'would like to')	There remains a gap between the initial aspirational target and the CEDARS responses. This is a known area that needs greater support and will feature as a priority in the 2022-23 action plan.	P5.2

* The Concordat defines researchers as individuals whose primary responsibility is to conduct research and who are employed specifically for this purpose by a higher education institution or research institute. The primary audience is research staff, e.g. postdoctoral researchers, research fellows, research assistants. The Concordat encourages institutions to include other groups who actively engage in research as beneficiaries of their Concordat action plan. These could be postgraduate researchers; staff on teaching and research, or teaching contracts; clinicians; professional support staff; technicians.