

HREiR Action plan template 2023-2026



Details	
Institution name:	University of Chester
Cohort number:	8
Date of submission:	19th May 2023
Institutional context:	The University of Chester is a teaching-led institution which currently employs approximately 1750 staff and 14,300 students. There are 3 academic faculties located across 6 sites in Cheshire, Shropshire, Warrington and Wirral

The institutional audience\* for this action plan includes (only include direct beneficiaries; complete or delete, as appropriate):

Audience (direct beneficiaries of the action plan)	Number of	Comments
Research staff	28	
Postgraduate researchers		
Research and teaching staff		
Teaching-only staff		
Technicians		
Clinicians		
Professional support staff		
Other (please provide numbers and details):		

Complete for submission								To be completed only when reporting on action p	
Obligation	Action	Carried over from previous action plan?	Deadline	Responsibility	The targeted impact of the action (success measure)	Comments (optional)	Progress update	The actual impact of the action (reporting against the success measure)	
<b>Environment and Culture</b>									
<b>Awareness and engagement</b>									
The aims of these obligations are to work towards an open and inclusive research culture, and to ensure broad understanding and awareness of this amongst researchers.									
EC1	Ensure all relevant staff are aware of the Concordat.	No further action required - this is now embedded within routine practice: we routinely issue a welcome email to new starters which includes the Concordat and regular updates and signposting through the newly established RKEIs							
EC2	Ensure institutional policies and practices relevant to researchers are inclusive, equitable and transparent, and are well-communicated to researchers and their managers.	No further action required - this is now embedded within routine practice							
EC16	Regularly review and report on the quality of the research environment and culture, including seeking feedback from researchers, and using the outcomes to improve institutional practices.	1) Continue to facilitate 6-monthly focus groups with research staff. Consider 'themes' for the focus groups to enable more focussed discussion and feedback 2) Continue to run CEDARS 3) Introduction of a Mock REF exercise 4) Establishment of a Research Management Group to oversee the Mock REF and other research environment related activity	Yes No No	Sep-23	RIO	i) 2025 CEDARS survey: success measure = > 75% agree/strongly agree that they feel included in their immediate research environment/group; ii) Provide feedback to participants of focus group (and make available via Portal) after each meeting iii) Results of pulse surveys and themed focus groups regarding research environment and culture			
ECR1	Encourage researchers to 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.	1) Encourage research staff, through promotion, communication and managers, to actively engage with RKEIs for networking and to facilitate interdisciplinary research,	No	May-26	RKEI Directors, RIO	i) majority of research staff signed up to the RKEIs teamsites ii) 2025 CEDARS survey: success measure = > 50% feel that the contribution they make to developing researchers is mostly/fully valued; success measure = >75% agree/agree strongly that they feel included in their immediate research environment/group			
<b>Wellbeing and mental health</b>									
The aims of these obligations are to champion positive wellbeing amongst researchers, both through appropriate training and enabling new ways of working.									
ECI3	Promote good mental health and wellbeing through the effective management of workloads and people.	1) Ensure training on workload management for managers of research staff is updated and addressed through the Performance & Development Planning cycle.	No	Sep-25	HR, RIO	i) 2025 CEDARS Survey: success measure = > 80% Agree/agree strongly that the UoC actively promotes the importance of good mental health and wellbeing of staff ii) improved responses in 2025 CEDARS survey on the usefulness of PDPs			
ECI4	Ensure managers of researchers are effectively trained in relation to wellbeing and mental health.	1) Regular signposting (e.g. in January/July each year) of managers to relevant training provision/resources which includes: E&D Moodle Module; various courses and workbooks relating to H&WB e.g. MHFA course; Supporting the Mental Health and Emotional Wellbeing of Employees; Manager Guides e.g. Carers in Employment; Menopause in the Workplace; How to Support a Bereaved Member of Staff; and How to Support a Member of Staff with Cancer. 2) Managers of researchers in funded projects alerted to their responsibilities in the post-award project launch meetings led by the RIO Grants Team.	Yes No	May-25	HR, RIO	i) 2025 CEDARS Survey: success measure = responses - > 80% with management responsibility say they are fully confident to be able to respond to any issues relating to health and wellbeing ii) >85% have completed their E,D & I training iii) 2025 CEDARS survey: success measure= >80% agree/strongly agree that the UoC actively promotes the importance of good mental health and wellbeing of staff iv) > 80% agree/agree strongly that their working environment supports their mental health and wellbeing			
ECM3	Ensure managers promote a healthy working environment that supports researchers' wellbeing and mental health.	No further action required - this is now embedded within routine practice							
ECM4	Ensure managers consider fully flexible working requests and other appropriate arrangements to support researchers.	No new action required - this is now embedded within routine policy							
ECR3	Ensure researchers take positive action towards maintaining their wellbeing and mental health.	1) Training managers of researchers to enable and support researchers to access support 2) Communicate via the ADRIs the resources, support and training available 3) Signpost via Researcher Hub to resources available	No	May-26	HR, ADRIs, RIO	See ECI4 above 2025 CEDARS >75% researchers report being encouraged to take positive action to maintain their mental health and wellbeing			
<b>Bullying and harassment</b>									
The aims of these obligations are to eliminate bullying and harassment in the research system, tackled through progressive policies and secure mechanisms to address incidents.									
ECI3	Promote a healthy working environment through effective policies and practice for tackling discrimination, bullying and harassment, including providing appropriate support for those reporting issues.	No further action required - this is now embedded within routine practice							
ECM3	Ensure managers encourage reporting and addressing incidents of discrimination, bullying and harassment.	1) Continue to signpost researchers and managers to mechanisms for reporting bullying or harassment e.g. through Researcher Hub, RKEIs, PDP process, department meetings	Yes	May-26	HR, ADRIs	i) CEDARS 2025 >80% agree/agree strongly that they are familiar with the institution's mechanisms to report bullying or harassment			
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to discrimination, harassment and bullying.	No further action required - this is now embedded within routine practice							
<b>Equality, diversity and inclusion</b>									
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The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and adopt practices enhancing equality, diversity and inclusion.										
EC14 / ECM1	Ensure managers undertake relevant training and development opportunities related to equality, diversity and inclusion, and put this into practice in their work.	See EC14 under 'Mental Health and Wellbeing' 1) Continue to monitor and manage the completion of mandatory training for managers of researchers every 6 months (EDI included in this) 2) evaluate transfer of learning for specific EDI modules to understand how they have applied their learning/knowledge into their work using the 6 monthly follow-up evaluation process	Yes	Sep-25	HR	i) 2025 CEDARS Survey: success measure = responses - > 80% with management responsibility say they are fully confident to be able to respond to any issues relating to health and wellbeing or bullying and harassment; = > 80% agree/agree strongly that their working environment supports their mental health and wellbeing  ii) success measure = >80% have completed their E.D & I training  iii) Success measure = > 80% of managers of researchers to have completed both the E&D Moodle module and Supporting the Mental Health and Emotional Wellbeing of Employees Course/Workbook; 2) > 50% of managers have been able to transfer their learning to their work				
ECR2	Ensure researchers act in accordance with employer and funder policies related to equality, diversity and inclusion.	No further action required - this is now embedded within routine practice								
Research Integrity										
The aims of these obligations are to ensure managers and researchers are trained in-, aware of- and maintain high standards of research integrity, and are able to report infringements or misconduct.										
EC15 / ECM2	Ensure researchers and their managers are aware of, and act in accordance with, the highest standards of research integrity and professional conduct.	1) Annually promote and encourage Research staff to complete the 'Research Integrity' online training and discuss management of integrity 2) Monitor completion of the course with an emphasis on mandatory requirements (PGR Supervisors, Managers of Researchers, all staff actively engaged in research) 3) ensure research staff can easily access mechanisms for reporting incidents of misconduct in relation to research integrity on the Research Hub. Include reference to this in the induction/orientation processes and issue reminders at the start of the academic year.	Yes No Yes Yes	May-24	RIO, ADRIs	i) success measure = >80% of those who manage research staff have completed the Research Integrity training; success measure = > 50% of non-managerial research staff have completed the Research Integrity training;  ii) success measure = >80% agree/agree strongly that they have never felt pressured into compromising their research standards or integrity  iii) 2025 CEDARS success measure = >60% agree/agree strongly that they were familiar with the institution's mechanisms to report incidents of misconduct in relation to research integrity				
ECM3	Ensure managers report and address incidents of poor research integrity.	1) promote research integrity and research integrity training in Staff Forum	Yes	May-24	RIO	i) 2025 CEDARS Survey success measure = >80% agree/agree strongly that the institution promotes the highest standards of research integrity and conduct  ii) Monitor incidents of reporting and associated increase linked to greater awareness of recognising poor research integrity  iii) >60% of focus group participants reporting an understanding of poor research integrity				
ECR2	Ensure researchers act in accordance with employer and funder policies related to research integrity.	In addition to EC15/ECM2 above: 1) Support staff to understand funder requirements relating to research integrity through the post award project launch meetings led by the RIO Grants Officers	No	May-24	RKED, RKEI Directors, ADRIs, RIO	i) feedback from participants in the post award project launch meetings to show a clear understanding of funder requirements				
ECR4	Ensure researchers use available mechanisms to report staff who fail to meet the expected standards of behaviour in relation to research misconduct.	See Action for ECM3 above- will also apply to researchers								
Policy development										
The aims of these obligations are to encourage all researchers to actively contribute to the development of policies driving positive change at their institution.										
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.	1) Engagement of researcher staff with more formalised networks for all research active staff (including managers) to undertake meaningful discussion as key stakeholders, networking and in facilitating interdisciplinary research. 2) Increased researcher representation on key committees including RKE	No No	May-25	RKED, ADRIs	i) 2025 CEDARS survey: success measure = >80% agree/agree strongly that there are opportunities to participate in decision-making processes (e.g. committees)  ii) success measure = >60% agree/agree strongly that their contribution to institutional policy and decision-making is valued  iii) all research committees to include researcher representation  iv) participation in themed researcher focus groups with networking opportunities				
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.	1) Work with the newly appointed Associate Deans of Research & Innovation to develop and promote opportunities that lead to policy development and engagement in activity to create a more positive research environment 2) ADR1 and RKEI updates to include promoted opportunities and levels of engagement	No No No	Sep-25	RKED, ADRIs	i) 2025 CEDARS survey: success measure = >60% of managers mostly/fully feel valued for their contribution to institutional policy and decision-making; success measure = >60% had participated in institution policy and decision-making.				
EM5	Engage with opportunities to contribute to relevant policy development within their institution.	See E17 & ECM5 above								
ECR5	Encourage researchers to consider opportunities to contribute to policy development aimed at creating a more positive research environment and culture within their institution.	Linked to ECM5 above, encouraging researchers to actively engage through the RKEIs, also: 1) Create and launch of a calendar of events to promote opportunities including training	No	May-26	RKED, ADRIs, RKEI Directors	See ECM5 above i) >30% of researchers attending events held within the calendar.  ii) positive feedback from focus groups and pulse surveys on the usefulness of the calendar				
ER4	Recognise and act on their role as key stakeholders within their institution and the wider academic community.									
Employment										
Recruitment and induction										
The aims of these obligations are to ensure recruitment of researchers is open and fair and researchers receive effective inductions into the organisation.										
EI1	Ensure open, transparent and merit-based recruitment, which attracts excellent researchers, using fair and inclusive selection and appointment practices.	No further action required - this is now embedded within routine practice								

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EI2	Provide an effective induction, ensuring that researchers are integrated into the community and are aware of policies and practices relevant to their position.	1) Include a recorded session covering research strategy, policies and practices and where to access resources/information on the Portal Researcher Hub as part of the virtual Welcome events which are facilitated 3 times per year 2) signpost researchers to the Researcher Hub via the online orientation process; 3) Initiate face to face welcome/induction meetings on the work and support RIO can offer	Yes  Yes  No	May-26	RKED, RIO, HR	i) > 60% of newly appointed research staff engage with the Welcome Event; ii) > 60% of Welcome Event participants engage with the evaluation process to obtain qualitative and quantitative data immediately following the Welcome event to continuously improve the Welcome event; iii) 2025 CEDARS survey: success measure = >80% find the departmental/ faculty/unit level induction useful/very useful; success measure = >80% find the induction process local to their current role useful/very useful. iv) > 60% of focus group participants confirm the induction processes are useful v) majority of researcher engaged within the new RIO welcome/induction meetings			
<b>Recognition, reward and promotion</b>									
The aims of these obligations are to ensure the fair and inclusive recognition of researchers as part of their career progression.									
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.	1) Work with SET and HR to explore the development of hybrid/bespoke researcher contracts and potential to remove the career progression limitation currently experienced by researchers on professional services contracts. Consultation with researchers e.g. through focus groups to gain their feedback and input to this discussion 2) Review REF Code of Practice in the light of FRAP 3) Revisit the Managing your Career Guidance to facilitate career conversations between researchers and their managers	No  No  Yes	May-25	HR, RKED, PVC R&I	i) 2025 CEDARS survey: success measure = >50% agree/agree strongly that the institution treats them fairly with respect to opportunities for promotion and progression; success measure = >50% agree/agree strongly that promotional pathways and processes are clear to them; success measure = >50% agree/agree strongly that the institution has equitable opportunities for career progression; success measure = >75% agree/agree strongly that promotions at the university are made on merit; success measure = >65% agree/agree strongly that they are appropriately recognised for their contributions to the university.  ii) improved feedback from focus groups following interviews to explore contract issues perceived by researchers  iii) increased engagement of managers and researchers in the exit interview process in order to understand reasons for leaving			
EM3	Managers commit to, and evidence, the inclusive, equitable and transparent recruitment, promotion and reward of researchers.	No further action required - this is now embedded within routine practice							
<b>Responsibilities and reporting</b>									
The aims of these obligations are to ensure that researchers and their managers understand and act on their obligations and responsibilities.									
EM2	Managers familiarise themselves, and work in accordance with, relevant employment legislation and codes of practice, institutional policies, and the terms and conditions of grant funding.	1) signpost managers of research staff to the relevant institutional policies 2) continue to ensure awareness of T&Cs of grant funding via institutional grant approval process and communicate requirements to other researchers working on the grant; include this within the project launch meeting led by the Grants Officer from RIO. 3) Signpost research staff via RIO to support available when applying for funding	Yes  Yes  Yes	May-24	HR, RKED, RIO,	i) > 85% of managers and researchers have completed the mandatory training;  ii) success measure = >85% of those who manage research staff had completed the Equality and Diversity training; > 80% have completed the Race Equality, Microaggression and Unconscious Bias training  iii) gather data at focus groups and establish how confident managers are that they understand the T&Cs of their grants;			
ER1	Researchers ensure that they work in accordance with, institutional policies, procedures and employment legislation, as well as the requirements of their funder.	See EM2 above as this will also apply to researchers							
ER2	Researchers understand their reporting obligations and responsibilities.	1) Ensure that through the project launch meetings with RIO Grants Team, managers are clear on funder reporting requirements and that they communicate these to the researcher	Yes	May-25	RIO	i) 2025 CEDARS survey: success measure = >75% of researchers have discussed reporting obligations and responsibilities with their managers (institutional question)  ii) gather data at focus groups on researcher understanding of reporting obligations and responsibilities			
<b>People management</b>									
The aims of these obligations are to ensure that researchers are well-managed and have effective and timely performance reviews.									
EI4	Provide effective line and project management training opportunities for managers of researchers, heads of department and equivalent.	1) Continue to work on a Leading and Managing Research Staff programme which refers to the university's Redeployment and Redundancy Policy and includes resources for managing and leading in times of uncertainty whether this be structural changes/fixed term contracts	Yes	May-25	HR	i) 2025 CEDARS survey: success measure = >85% of managers of research staff are confident/fully confident in terms of: giving guidance to researchers on institutional redeployment processes; supporting their researchers in working towards their career aspirations; managing the PDP processes effectively; providing effective feedback to individual researchers; dealing with poor performance of researchers; with acknowledging good performance; responding to any issues relating to health and wellbeing;  ii) 2025 CEDARS survey success measure = >85% of managers of research staff have: completed training for Conducting appraisals; completed training for Leading a research group; completed training for Managing staff performance; completed Recruitment and selection training; completed Supervising doctoral researchers training; completed Leadership training.			
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.	1) Explore contextual factors/logistics of bringing together the workload management processes and PDP processes operationally and under one policy i.e. My Contribution Policy	No	May-25	RKED, HR	i) Gather feedback from focus groups on the impact of the introduction of a My Contribution Policy			
EM1	Managers undertake relevant training and development opportunities so that they can manage researchers effectively and fulfil their duty of care.	See EI3, EI4, ECM3, ECM1							
EM4	Managers actively engage in regular constructive performance management with their researchers.	1) Managers to undertake regular workload planning meetings to enable appropriate workload management and support mental health and well being	Yes  No	May-26	HR, ADRIS	i) 2022 CEDARS survey - success measure = > 85% agree/agree strongly that: their manager clearly articulates their expectations of them with respect to their role and performance; their manager provides constructive feedback on their performance; > 85% of those who manage researchers feel confident/fully confident with: Managing the appraisal/review processes effectively; feel confident/fully confident with providing effective feedback to individual researchers; feel confident/fully confident when dealing with poor performance of researchers; feel confident/fully confident when acknowledging good performance.  ii) improved feedback from focus groups on workload and managing wellbeing			
ER3	Researchers positively engage with performance management discussions and reviews with their managers.	See EM4 above							
<b>Job security</b>									
The aim of this obligation is to improve the job security of researchers.									

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E16	Seek to improve job security for researchers, for example through more effective redeployment processes and greater use of open-ended contracts, and report on progress.	1) Work with SET and HR to explore the development of hybrid/bespoke researcher contracts; 2) signpost existing research staff to upcoming research opportunities within and outwith the institution; 3) consider establishing a centralised pool of research staff that can be deployed across the institution;	No Yes Yes	May-26	RKED, HR, PVC R&I	i) Resolution to contractual issues - introduction of contractual changes following focus group feedback  ii) 2025 CEDARS survey: success measure = > 65% feel confident/fully confident in terms of giving guidance to researchers on institutional redeployment processes			
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**Professional and Career Development**  
**Championing professional development**

The aims of these obligations are to promote the importance of professional development and ensure researchers have the time to engage in it.

PCD11	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.	1) Provision of a comprehensive research training directory including: research integrity, supervisor training and other suite of Epigeum programmes 2) Facilitate the fulfilment of professional development through the workload management meetings 3) Update the existing staff development policy to reflect the 10 days (pro-rata) requirement	No No No	May-25	RKED, RIO, HR	i) 2025 CEDARS survey - success measure = >85% of research staff agree/agree strongly that: they have access to training and development opportunities; they have a clear career development plan;  ii) focus group feedback >40% of researchers have undertaken up to 10 days (pro-rata) training and development opportunities			
PCD16	Monitor, and report on, the engagement of researchers and their managers with professional development activities.	1) monitor and report on professional development completion for researchers and managers to the SET annually; 2) Report on engagement with Epigeum and Dr App suite of programmes to RKE Committee annually 3) Task RKEIs to monitor and record researcher engagement with professional development activities run through their calendar of events	Yes No No	May-26	RKED, RIO, HR, RKEI Directors	i) Success measure = >45% have engaged with developmental opportunities referred to in Learning Calendar;  ii) 2025 CEDARS survey success measures = > 80% agree/agree strongly that they maintain a formal record of their continuing professional development activities;  iii) >50% of researchers engaging in professional development activity organised/promoted through their RKEIs  iv) collect feedback from focus groups on the usefulness of available training			
PCDM3	Managers allocate a minimum of 10 days pro rata per year, for their researchers to engage with professional development, supporting researchers to balance the delivery of their research and their own professional development.	See PCD11							
PCDR1	Researchers 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.	1) signpost research staff via the Researcher Hub to the Managing Your Career Guide, events calendar and training directory	Yes	May-25	RIO, HR	i) 2025 CEDARS survey - success measure = > 65% agree/agree strongly that they have a career development plan  ii) focus group feedback >40% of researchers have undertaken up to 10 days (pro-rata) training and development opportunities			

**Career development reviews**

The aims of these obligations are to ensure researchers and their managers are engaging in productive career development reviews.

PCD12	Provide training, structured support, and time for managers to engage in meaningful career development reviews with their researchers.								
PCD16	Monitor, and report on, the engagement of researchers and their managers with researcher career development reviews.								
PCDM1	Managers engage in regular career development discussions with their researchers, including holding a career development review at least annually.								
PCDR4	Researchers positively engage in career development reviews with their managers.								

**Career development support and planning**

The aims of these obligations are to promote researchers' career development planning through tailored support and gathering evidence of professional experience.

PCD13	Ensure that researchers have access to professional advice on career management, across a breadth of careers.								
PCDR3	Researchers 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.	See PCD11							

**Research identity and leadership**

The aims of these obligations are to provide researchers with opportunity to progress in their careers by developing their research identity and leadership capabilities.

PCD14	Provide researchers with opportunities, and time, to develop their research identity and broader leadership skills.	1) Increase researcher engagement with RKEIs as a mechanism to enable development of relationships, networking and in facilitating interdisciplinary research to establish research identity 2) Implement new CRIS with researcher profiles 3) Signpost to leadership training	No No No	May-26	RKED, HR, RKEI Directors	i) 2025 CEDARS survey - success measure = > 65% agree/agree strongly that their line manager supports them to develop their research identity; > 65% agree/agree strongly that they have time to develop their research identity; > 25% agree/agree strongly that they have time to develop their leadership skills.  ii) >50% of researchers engaging in networking activity through their RKEIs  iii) positive feedback from focus groups on engagement with RKEIs  iv) number of research staff with profiles on the new CRIS			
PCDM4	Managers 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.								
PCDM5	Managers engage in leadership and management training to enhance their personal effectiveness, and to promote a positive attitude to professional development.								

**Diverse careers**

The aims of these obligations are to recognise, value and prepare researchers for the wide range of career options available to them within and beyond research.

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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.								
PCDM2	Managers support researchers in exploring and preparing for a diversity of careers, for example, through the use of mentors and careers professionals, training, and secondments.	1) Promote/facilitate the new mentoring scheme as highlighted in the new R&KE Strategy	No	May-26	RKED, HR	i) >20% of research staff engage with the new mentoring scheme; ii) 2025 CEDARS survey - success measure = > 45% agree/agree strongly that they are aware of the support their institution provides for their career and professional development;			
PCDR2	Researchers explore and prepare for a range of employment options across different sectors, such as by making use of mentors, careers professionals, training and secondments.	As in PCDM2 above - actions and success measures apply	No	May-26	RKED, HR	As in PCDM2 above - actions and success measures apply			
PCDR6	Researchers consider opportunities to develop their awareness and experience of the wider research system through, for example, knowledge exchange, policy development, public engagement and commercialisation.	1) Signpost researchers to KT activities and resources including the RKE Festival, Knowledge Transfer Partnerships (KTP) and the Knowledge Exchange Concordat (KEC)	Yes Yes No Yes	May-26	RKED, RIO	i) 2025 CEDARS survey - success measure = > 45% have engaged with a particular activity; Knowledge exchange; Public policy development; Public engagement; Citizen science or co-creation of research with society; Experience of other employment sectors ; Secondment/placement in another employment sector; participate in institution policy and decision-making  ii) positive feedback from focus groups on support for relevant KE activities			

\* The Researcher Development 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 Researcher Development 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.